

Point of View

By Robert M. O'Neil

IT HAS BEEN A TOUGH SEASON for campus speech codes. Republican Sen. Larry Craig of Idaho early this year introduced a bill that would bar all federally supported colleges and universities (public and private) from disciplining students on the basis of "protected speech." The Wisconsin Legislature has been bitterly divided over a new and more precise version of a speech code that the University of Wisconsin Regents devised to replace one struck down on constitutional grounds last year.

At its annual meeting last month, the American Association of University Professors approved an unequivocal declaration against speech codes, after earlier considering a draft statement endorsing speech codes in some circumstances. On college campuses, the statement said, "rules that ban or punish speech based upon its content cannot be justified."

Then, two weeks ago, came yet another challenge, in the form of the Supreme Court's long-awaited decision on cross burning. The seriousness of the challenge came not simply from the result of the case—a judgment holding that cities and states may not punish expressive conduct (even conduct as hateful as burning a cross on a black family's lawn) when the sanction singles out a particular message or viewpoint. What made the decision even more telling was the unanimity of a normally conservative Court in striking down a St. Paul law barring bigoted acts, such as burning crosses or painting Nazi swastikas, that arouse "anger, alarm or resentment in others on the basis of race, color, creed, religion or gender."

All nine justices agreed that the law violated the First Amendment's guarantee of freedom of speech, even though the harmony of result masked sharp differences in philosophy and approach.

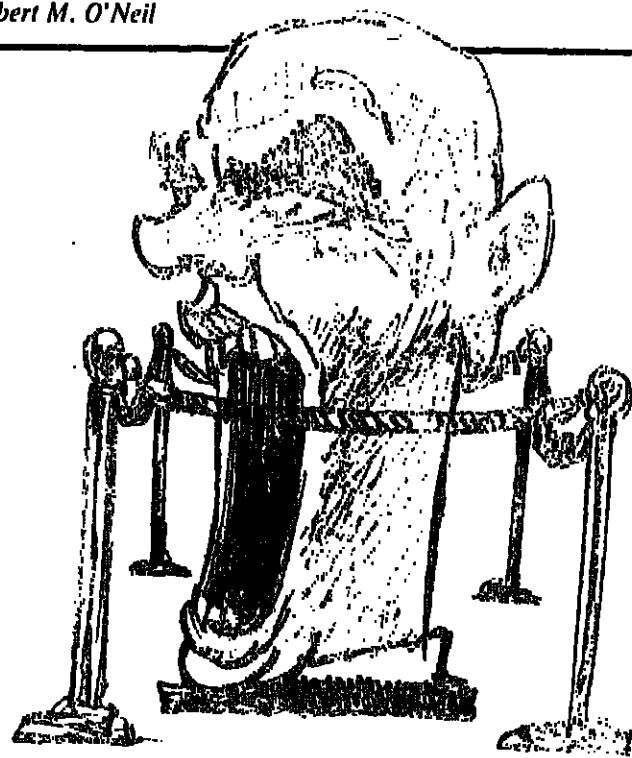
The central question now for the academic community is what the cross-burning decision means for campus speech codes and similar policies. Here one must reason by analogy; it is a long way from burning crosses on Minnesota lawns to banning certain kinds of words and epithets on college campuses. Yet the majority opinion written by Justice Antonin Scalia does yield a couple of potentially helpful principles.

One is the notion that so-called fighting words, including racist, sexist, homophobic, and ethnically demeaning epithets, are not devoid of ideas or messages. In fact, Justice Scalia reminded us, "sometimes they are quite expressive indeed." It is the hateful thought behind the epithet or slur that makes it so offensive and causes sensitive communities to seek ways of limiting such abusive and venomous language.

The central holding of the case logically follows: When it is the particular message or viewpoint that triggers penalties—even within a category of speech such as "fighting words" that normally would not be protected by the First Amendment—that singling out of particular expression may violate the Constitution's guarantee of free speech. So it was with the St. Paul ordinance that singled out for distinctive treatment cross burning motivated by racial animus.

Under this view of the First Amendment, some speech codes and rules are more clearly suspect than others—although a careful reassessment of all such policies now seems to be in order. Those rules that focus on "fighting words" and target language that offends by reason of race, religion, gender, and sexual preference, seem most clearly and immediately called into question by the Court's ruling.

Codes that extend general harassment or discrimination policies to include racist and sexist epithets may be less directly affected by the recent ruling. However, two lower federal courts already have found unconstitutional such policies at the Universities of Michigan



A Time to Re-Evaluate Campus Speech Codes

and Wisconsin—albeit on grounds of vagueness. Surely such policies will fare no better now that the Supreme Court has spoken.

The Court's ruling also has raised doubts about policies that prescribe harsher penalties for certain offenses (e.g., assaults) when the motivation is racial or homophobic than when such animus is not involved. The focus of such policies is ostensibly on conduct and not on speech. But in most such cases, the racial or other forbidden motive can only be proved based on the speech or expression of the accused person—a process that brings into play the Supreme Court's ruling against penalties that single out a particular viewpoint or message.

Least vulnerable in the wake of the Court's ruling may be codes of two other types. The first includes those codes that focus solely on conduct or behavior—physical disruption, assault, and the like, regardless of motive—rather than focusing on speech, even though expression may play some part in the offense. The second includes those codes that focus on intentional infliction of mental or emotional distress. Rules of that kind typically require proof not only of a specific intent to harm another person, but also proof of the effects of the communication upon that person.

Obviously the academic community could respond to the cross-burning case and other recent developments in narrowly legal ways. Private institutions could insist that, because they are not bound by the Constitution, the case has no bearing on their policies, at least barring the unlikely enactment of Senator Craig's bill or similar legislation that would subject them to First Amendment constraints. And at least some public institutions could read the recent decision narrowly, distinguishing their rules from the St. Paul ordinance so as to salvage the letter, if not the spirit, of many current hate-speech policies.

BUT SUCH A MINIMAL RESPONSE would miss both the opportunity and the challenge to revisit the broader administrative and educational aspects of campus speech codes, not just their legal standing. In fact, we now have had enough experience with such codes to begin to ask some central questions about their effects, as well as the premises upon which they are based.

We should now be able to assess their impact on the campus climate and to judge (as we could not at first) whether conditions for historically disadvantaged and

disparaged groups have improved on campuses with such codes—and, if conditions have improved, to what degree the credit belongs to speech codes. And we should by now be able to compare similar institutions—contrasting the climate and the experience of those that have adopted speech codes with that of campuses that have eschewed them. Until now, we have relied on conjecture and hypothesis; now we should search for hard data to test those hypotheses.

Speech that wounds or insults or demeans by reason of race, gender, religion, or sexual preference has no place on a university campus. In fact, such expression seems least tolerable in an academic setting, where the values of rational discourse and the quest for truth are paramount. Universities also have a special need to establish an environment hospitable to persons who have felt unwelcome there for far too long, and whose very ability to learn may depend on civility and respect.

Yet it is also in this setting—and for the most central educational reasons—that, in the words of the recent AAUP statement, "no viewpoint or message may be deemed so hateful or disturbing that it may not be expressed." And, as the statement adds, "by proscribing any ideas, a university sets an example that profoundly disservices its academic mission." Thus penalties or policies that might be found acceptable in the industrial workplace simply do not belong in the classroom or the laboratory, or even the dormitory or the locker room.

What, then, are the options? Strong condemnation of racist and sexist epithets and slurs is surely appropriate, indeed essential. But many institutions rightly feel that they need to do more than simply make strong statements or even promote educational programs designed to increase sensitivity and enhance the campus climate. Such steps are well and good, they say, but may be—or may be seen as—less than an unpleasant or hurtful situation requires or the campus community expects.

Several more tangible options do exist. We have never fully exhausted the potential of rules aimed at conduct and not at speech. Most of the inflammatory incidents of recent years have, in fact, involved some punishable conduct—whether it be defacing property, disrupting scheduled university events, or physically intimidating or harassing a fellow student.

To take an example that is not hypothetical: You do not need a speech code to deal forcefully with a drunken student who awakens his dormitory mates at 3 in the morning—whether his words are racist or profane or simply nonsense or lyric poetry, for that matter. Such disruption of the essential life and tranquility of the academic community can and should be punished without reference to the content of the words, or the thought—hateful or benign—that may have impelled the disrupter. In fact, the Supreme Court observed in a footnote to its decision that St. Paul might have used non-speech sanctions—statutes dealing with damage to property, trespass, intimidation, and the like—to deal with the cross burning.

We did not need a unanimous Supreme Court judgment to teach us to focus on offensive actions, not words. We should have been teaching that lesson all along both on our campuses and to the rest of the world, where the reluctance to suppress ideas—particularly hateful ideas—is less readily apparent. But the justices may have helped us to take stock of our own goals and what methods we need to achieve them. And in that sense the cross-burning case could not have come at a better time.

Robert M. O'Neil is founding director of the Thomas Jefferson Center for the Protection of Free Expression and professor of law at the University of Virginia.

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Quote, Unquote

News Summary: Page A3

"Nervous 18-year-olds with automatic weapons make me nervous."

An American archaeologist, on the perils of working in Peru: A6

"All of these controversies are by design to dilute the African-American leadership. There is a move afoot by the political factions in states where you have black colleges to phase them out." A civil-rights activist in Kentucky, on proposals to merge black and white institutions: A21

"The computer is one of the most liberating and empowering technologies to come along in a long time for people with a variety of handicaps."

A Rochester Institute of Technology history professor, who is blind: A18

"The images caused the manuscript to crash and burn through university presses."

The author of "Gay Ideas," on censorship at university presses: A44

"We are presiding over the era of the permanent institutionalization of the field—or its failure. It's crunch time."

Henry Louis Gates, Jr., on black studies: A13

"The lesson learned here is a costly one: If you stand up for your principles, follow the law, and win massively, you lose totally." An advocate for women's sports, on Brooklyn College's decision to drop its program: A37

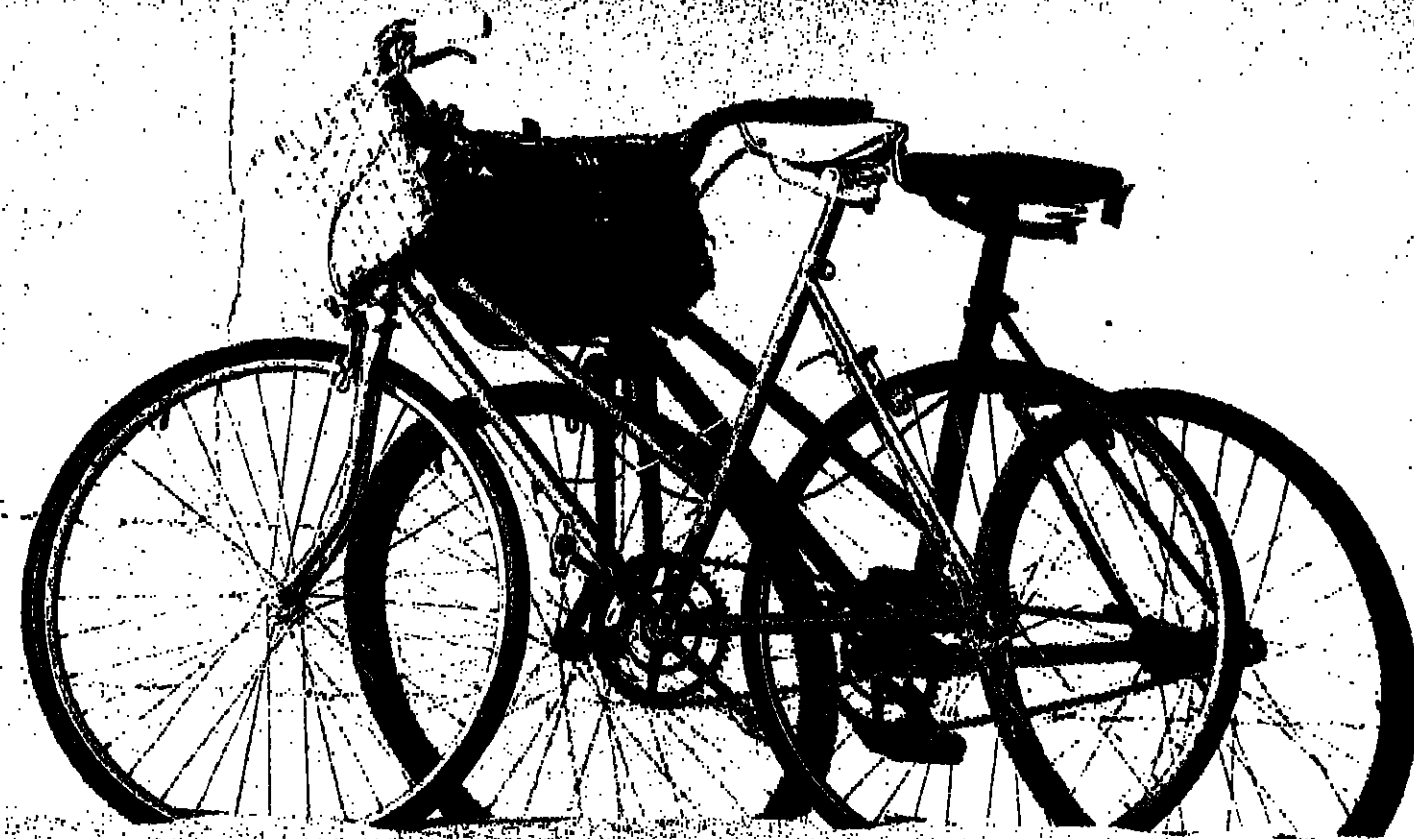
"We just made some money working hard, and I'd like to see it do some good in the world." Henry M. Rowan, who, with his wife, gave \$100-million to Glassboro State College: A27

SECTION 1	PAGES A1-44
Athletics	A37-38
Business & Philanthropy	A27-28
Gazette	A41
Fact Files	A24, A33
Government & Politics	A21-26
Information Technology	A16-20
International	A39-40
Personal & Professional	A13-15
Publishing	A9
Scholarship	A6-12
Students	A29-36
SECTION 2	PAGES B1-36
Editorial Board	B7-36
Opinion, Letters	B1-6



New Life for Black Studies at Harvard

Henry Louis Gates, Jr., a nationally known scholar, reinvigorates a troubled department: A13



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This Week in The Chronicle

July 15, 1992

Scholarship

ARCHAEOLOGISTS ABANDON PERU
Peru is one of the most fertile countries in the world for the archaeological study of early civilization. It's also one of the most dangerous: A6

UNIVERSITY PRESSES AND 'GAY IDEAS'
The presses no longer fulfill their responsibility to present intellectually challenging, if unpopular, ideas. Point of View: A44

Astronomer copes with the follies of shipping overseas: A6
Galileo's telescopes said to be of high quality: A6
Sloan Foundation give fellowships to 90 young scientists: A8
87 new scholarly books: A9
Publishing: A9

Personal & Professional

BLACK-STUDIES SCHOLAR SETTLES IN
Harvard's Henry Louis Gates, Jr., is taking a cultural-studies approach to move his department out of mediocrity and into the spotlight: A13

AN ENGLISH DEPARTMENT'S TURNAROUND
Harvard U. has moved aggressively to hire new professors and offer new and interdisciplinary approaches to the study of literature: A15

DEFINING AMERICA'S LABOR MOVEMENT
The director of a center that offers educational services to union organizers relishes his role as an American radical: A5

EXPLAINING FACULTY WORKLOADS
Professors need to understand that the concerns of the public require a response. Opinion: B1

U. of Iowa remembers five killed in shooting: A4
Liberty U. shuts down for two weeks to save money: A4
Paul Quinn College told to repay the U.S. \$350,000: A4
University fires two professors over grading scheme: A4
Dutch elm disease is destroying trees in Harvard Yard: A4
Reading college water meter proves to have been all wet: A4
University to promote religious understanding: A5
'Egyptomania' on display at Long Island U.: A5
Survival strategies for female professors: A13
Essays detail effective facilities for math, science: A13

Information Technology

DRAMATIC BREAKTHROUGHS FOR DEAF STUDENTS
Computers let them participate more fully in their higher education: A16

ENERGIZED BY A COMPUTER
The use of a computer as a teaching tool has reinvigorated a blind professor: A18

FIX THE BUGS IN COMPUTER-SCIENCE COURSES
Universities provide computer programmers little training for the real world. Opinion: B3

Libraries' role is said to be threatened by technology: A16
Internet, librarians are told, will not always be free: A16
Librarians told to get aggressive with administrators: A16
Data base to focus on materials from Roosevelt's WPA: A19
2-year-college district tackles high-school dropout rate: A19
Colleges with Hispanic enrollments form a network: A19
11 new computer programs; two new optical disks: A20

Government & Politics

NEW PRESSURES FOR BLACK COLLEGES
The Supreme Court's decision on desegregation came at an unsettled time for public black institutions, many of which are embroiled in controversies: A21

CALIFORNIA COLLEGES ARE LEFT GUESSING
As the state struggles to adopt a budget, public institutions have no idea how much money they will receive for the next academic year: A26

THIS WEEK'S HIGHLIGHTS

Public Black Colleges Face New Pressure

The Supreme Court's desegregation ruling hits colleges beset by problems: A21



S.C. State's Rickey Hill

Fewer Students Earn Bachelor's Degrees In 4 Years

53 per cent of the freshmen at 297 institutions graduated in six years; an NCAA survey finds: A29



College Criticized for Dropping Sports Teams

Brooklyn College's decision to cut its deficit by erasing the intercollegiate program is attacked by many who say the institution was reacting to a federal bias judgment, not the bottom line: A37

Brooklyn College's Linda J. Carpenter

N.J. Public College Gets \$100-Million and a Donor's Name

A New Jersey businessman's gift to Glassboro State is among the largest ever in academe: A27

PENNSYLVANIA CUTS AID TO PRIVATE COLLEGES

The General Assembly has cut all direct aid to the colleges, ending decades of support for 11 Philadelphia-area institutions: A26

Justice Dept. and MIT score points in antitrust trial: A21
House panel starts inquiry into college costs: A21
Clinton gets support from some economists: A21
Senator Gore considered a strong supporter of science: A22
House sends reauthorization bill to the President: A22
Senate confirms eight humanities nominees: A22
House passes tax provisions sought by colleges: A22
America 2000 gives grants to colleges to help schools: A22
S.C. system proposes independence for 3 campuses: A25
Md. won't appeal decision on minority scholarships: A25
Maine aid authority lowers fees on student loans: A25

Business & Philanthropy

\$100-MILLION FOR GLASSBORO STATE
A gift by a businessman and his wife is among the largest ever made to a higher-education institution: A27

EMBEZZLEMENT CHARGES IN MICHIGAN
Two former officials of an investment company tied to Michigan Technological U. have been arrested: A27

U. of Ariz. honors the family of a donor with a post: A27
Donor hopes Harvard Law School will improve diversity: A27
Fourteen colleges to share \$55-million bequest: A28
Religious network gives \$116-million to Regent U.: A28

Students

AN 'UPHILL BATTLE' TO GRADUATE
Fewer and fewer students are completing bachelor's degrees in four years, an NCAA survey of its Division I institutions shows: A29

■ At the U. of Massachusetts at Amherst, students graduate at a rate above the national average: A30
■ The U. of New Mexico is developing new programs to improve its low retention rate: A32

Luther College wins barbershop-quartet competition: A4
Naval Academy vessel wins Newport to Bermuda race: A5
Prince of Denmark avoids a rent-control dispute: A29

U. of Maryland looks into campus suicides: A29
Fact File: Graduation rates of 1984 Division I freshmen: A33

Athletics

BOTTOM LINE OR BIAS CHARGE?
Brooklyn College's decision to drop its sports teams for financial reasons is attacked by critics who say the institution had ulterior motives: A37

Associate chancellor resigns at U. of Mass. at Amherst: A37
Tarkanian appeals invalidation of Nevada statute: A37
NCAA limits bowl game payments to teams: A37

International

A NEW ACADEMIC BOYCOTT?
Some anti-apartheid groups in South Africa consider calling for a new international academic boycott of their country's universities: A39

DEMOCRATIZING THE RUSSIAN PRESS CORPS
New York University is helping to set up a center that could revolutionize how journalism is practiced in Russia and other former Soviet republics: A40

TUITION INCREASE SHELVED AT MEXICAN UNIVERSITY
Plans for a one-million-per-cent increase in fees at the National Autonomous U. of Mexico have been suspended indefinitely: A40

French intellectuals say government leans to English: A39
Belgrade students end protest against Serbian leader: A39

Arts

A HISTORY OF TOAD-HUMAN RELATIONS
An excerpt from *The Book of the Toad* describes an epiphany: B36

Obituaries

Name Dropping: A41
Appointments and resignations in academe: A41
Deaths: A42
Coming events and deadlines: A42

MARGINALIA

Letter that a university received from a state legislator in Michigan, James A. Kosteva:

"In our rapidly changing society, one in which education of the masses is no longer a luxury but a necessity, it is imperative that our state universities be cognizant of the economic and social demands needed to continue the viability of the institutions.

"As Chair of the House Colleges and Universities Committee, I am hoping we can meet with leaders of each university to determine how these demands are being met. . . .

"Please contact my office to schedule a campus visit from our committee, or a time for a presentation in Lansing. It is our hope to continue funding excellence, not just mediocrity."

Lots of luck.

From the Pennsylvania Higher Education Assistance Agency:

"10. 'Never-Enrolled, No Status Date'—means the student was indicated as never enrolled but no never-enrolled data was provided. If the student never enrolled, indicate the term beginning date of the enrollment period for which the student never enrolled. . . .

Any questions?

From the minutes of a meeting of the Connecticut Regional Technical-Community College Board of Trustees:

"Dr. Jonathan Daube, President, Manchester Community College, welcomed the Board members to the college. He introduced Samuel Clemens, Dean of Institutional Development, who humored the Board with his portrayal of Mark Twain."

Anything to keep 'em happy.

Ad in the *Oshkosh Northwestern*:

"The Mathematics Department of the University of Wisconsin Oshkosh seeks candidates for a one-year-old academic staff lecturer to teach 12-15 credits of mathematics. . . .

"The University of Wisconsin Oshkosh is an Affirmative Action Equal Opportunity Employer."

And there's no age discrimination, we're glad to see.

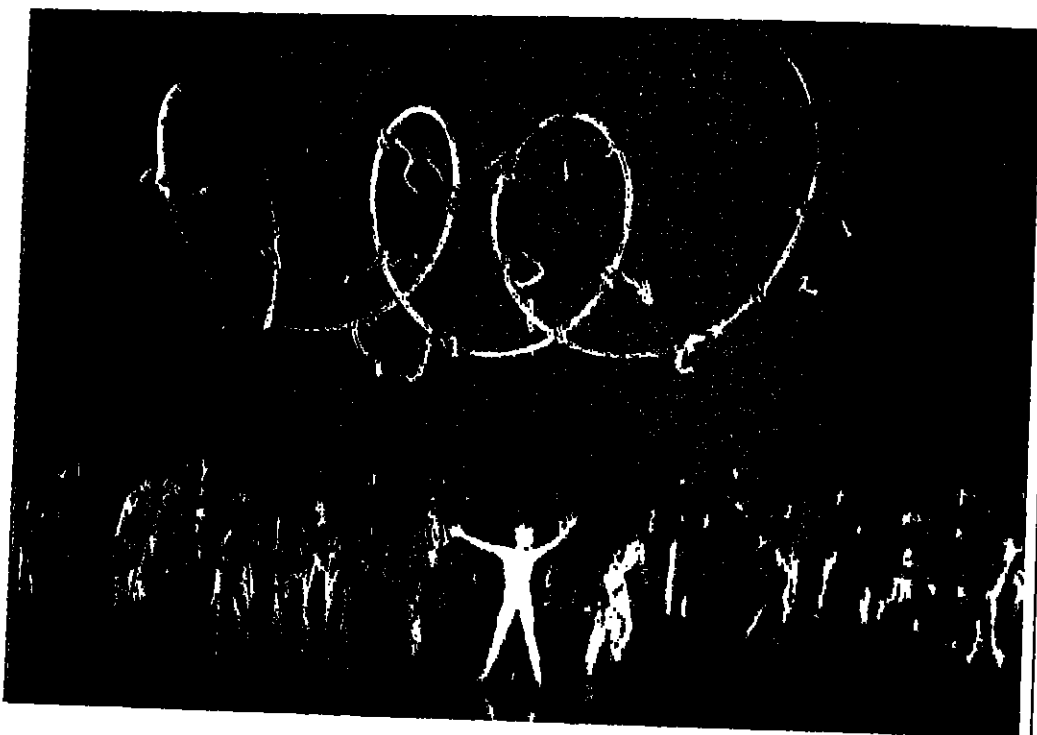
From *Consultant's Digest*, a newsletter from the Office of the American Bar Association's Consultant on Legal Education:

"In November, the Office of the Consultant distributed a questionnaire to the deans of all law schools approved by the American Bar Association. . . .

"The Committee poured over the questionnaire responses to see what kind of information we were receiving."

"And whether it formed a solution," a reader suggests. —C.O.

In Brief



Children stage memorial to shooting victims

IOWA CITY—More than 200 children performed a dance at the University of Iowa in memory of three professors, one student, and an administrator who were killed when a doctoral student went on a

shooting rampage on the campus last fall. A student worker was severely injured in the shooting.

The dance was called "Star Stuff" because most of the victims had studied the physics of

plasma, which is considered the cosmic "stuff" of which stars are made. Jacques d'Amboise, head of the National Dance Institute, choreographed the children's dance routines.

Paul Quinn College told to repay U.S. \$350,000

DALLAS—The U.S. Education Department has ordered Paul Quinn College to repay \$350,000 that the agency says was misspent during the tenure of President Warren W. Morgan, who was replaced in March.

The federal money, which came from a program to aid developing institutions, was supposed to be kept in an endowment fund for 20 years. Instead, the college

spent it on operating expenses, an Education Department spokeswoman said.

The order is a setback for the struggling, historically black institution, which is trying to raise millions of dollars to repair facilities.

The department is considering a request from Paul Quinn's interim president, Winston D. Powers, that the college be permitted to repay the money in \$25,000 monthly installments.

The trustees said they had removed Mr. Morgan because the college needed strong financial and administrative leadership.

Luther College wins barbershop-quartet contest

DECORAH, IOWA—A group of undergraduates from Luther College won first place among 14 teams in the first annual national barbershop quartet competition for college-age men.

The quartet, the Water Street



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Liberty U. shuts down to tackle its debt

LYNCHBURG, VA.—As part of a plan to bail itself out of financial problems, Liberty University, shut down for two weeks and will not pay faculty and staff members during the period.

The university and three ministries also operated by the Rev. Jerry Falwell must raise a total \$4-million by September 30 to keep up their end of a debt restructuring deal made with creditors. The employee furloughs are expected to allow the institution to put \$1-million toward the debt.

Mr. Falwell plans to raise the rest of the money by appealing contributors.

A spokesman for Mr. Falwell said \$3-million in gifts "is not an unrealistic goal even in present times."

The institutions' approximately 1,800 employees will receive health and other benefits during the shutdown, but only faculty members will eventually be paid for the two weeks.

2 professors are fired over a grading scheme

MOUNT PLEASANT, MICH.—Central Michigan University fired two professors last month after a 10-month investigation found that they had awarded credit and grades to students who had not earned them.

Local newspapers have named the professors, but, citing reasons of confidentiality, the university has refused to confirm their identities. The professors named in the newspapers could not be reached for comment.

The university opened an investigation when a routine review of academic records showed that some students had received an unusually high number of credits.

Following the probe, credits and grades were removed from the records of 25 students.

A spokeswoman for Central Michigan said the incidents were apparently unrelated to athletics or bribery.

University soaked by water-meter reading

MARQUETTE, MICH.—Northern Michigan University is facing a \$255,263 water bill because city employees misread a meter for more than four years.

Marquette undercharged the university from February 1988 to April 1992. The city has estimated the amount of water actually used and is negotiating payment.

"It was a huge sum. . . . We had to pay a huge sum. . . . It would certainly complicate our finances," said Michael H. Clark, a university spokesman.

University aims to foster religious understanding

FAIRFIELD, CONN.—Sacred Heart University has established a Center for Christian-Jewish Understanding. It is aimed in part at examining the philosophical and theological differences between the two religions.

The idea for the center grew out of discussions between the university's president, Anthony J. Cernera, and prominent Jewish and Roman Catholic leaders. The

center, which is to be supported primarily through private gifts, will offer conferences as well as advanced academic courses for members of the clergy and lay people.

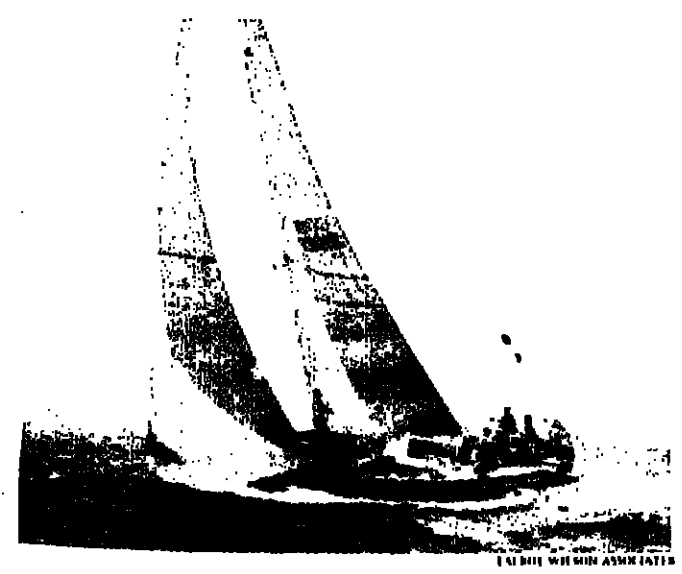
Officials expect the center to sponsor lectures for members of the community as well as international activities—such as a trip to Poland this month to help arrange teaching opportunities for Jewish scholars at Catholic seminaries. In November, the center plans to hold a conference on Christian ideas of the role of Judaism in the concept of salvation.

Naval Academy wins race to Bermuda

ANNAPOLIS, MD.—The U.S. Naval Academy's sailing vessel *Constellation* has won the St. David's Lighthouse Trophy in the 38th biennial Newport-to-Bermuda race.

Constellation (below) placed first over all in the racing division,

which had a field of 90 entrants. *Constellation* finished in 2 days, 10 hours, 47 minutes, and 41 seconds. It was the first time a Navy boat had won the competition, which primarily included vessels operated by private sailing enthusiasts.



Professor celebrates 'Egyptomania'

BROOKVILLE, N.Y.—Hard candies shaped like mummies; obelisk salt and pepper shakers; a Sphinx-shaped piggy bank—those items and more are on display at the art museum at Long Island University's C. W. Post Campus.

The exhibit, called "Egyptomania," includes household items, magazines, posters, toys,

newspaper advertisements, and artwork whose designs have been influenced by ancient Egypt.

The exhibit was organized by Bob Brier (below), head of Post's philosophy department and a self-proclaimed "Egyptomaniac."

Mr. Brier said he wanted to stage the exhibit to show how the ancient culture has pervaded daily life.



PORTRAIT

An 'American Radical' Shakes the Status Quo



Dan Leahy (left): "How can educational institutions foster good relations between labor and management? This is not a public-relations firm."

By PETER MONAGHAN

OLYMPIA, WASH.—It is hard to say whether Dan Leahy and his colleagues at Evergreen State College's Labor Education and Research Center here are more thoroughly annoying to conservative politicians or to leaders of the state's labor movement.

Both groups say the center, which offers educational services to union organizers, promotes a confrontational approach that is outmoded and antithetical to good labor-management relations.

Mr. Leahy, the center's director, scoffs at the idea that the center is outmoded, but the confrontational label doesn't bother him one bit. He calls himself "basically an American radical."

And he says the center certainly does provide a place for union members to frame challenging questions about their jobs, their unions, and organized labor.

Despite the attacks regularly hurled at the center, many local union presidents and aspiring union leaders say the center fills a valuable role. "It gets people to think about what they want labor to do, and what issues—social and economic issues—we ought to be working on," says Trina Dempsey, president of the American Federation of State, County, and Municipal Employees, Local 275.

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Mr. Leahy says he knew which approach he would take when he accepted the directorship of the newly opening center in 1987. "I was interested in the potential that labor has to reshape this state, which at that point I thought, and I still do, was in trouble and needed leadership."

Before joining the center, he taught public policy at Evergreen. A long-time labor activist, in 1979 he helped found the Citizen's Party, which nominated Barry Commoner for President.

The labor center, like some 50 other such centers at American colleges, contracts with unions to teach courses on collective bargaining, the place of unions in political economies, and labor history.

The most common services are non-credit courses for union members. The center also sponsors conferences on such topics as black and female workers in the labor movement, and building coalitions between labor and environmentalists.

In addition, the center works with unions to provide research assistance in negotiations.

About 6,000 people participate in the center's activities each year. While the activities are similar to those offered by other labor-education centers, the philosophy here sets the program apart. The ultimate goal, Mr. Leahy says, is to encourage organized labor to build political alliances that will help it become "a social movement that attempts to define what American democracy is supposed to be."

In response to critics who say the center is pushing a radical agenda, Mr. Leahy argues that, ideally, education should always question an unsatisfactory status quo, and encourage its alteration.

The problem with the center's approach, says Clyde H. Hupp, secretary-treasurer of the Pierce

County Labor Council, is that Mr. Leahy and his colleagues "just are not interested in working with mainstream organized labor."

The rift is so deep that Lawrence Kenney, president of the Washington State Labor Council, says: "I just don't pay any attention to what they do down there." Mr. Kenney headed the labor center's founding advisory committee.

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Scholarship

After twice having his shipments of scientific equipment confiscated in other countries, Henry A. Hill hopes his third try will be a charm.

Mr. Hill, a professor of astronomy at the University of Arizona, plans to send a small telescope to Russia this week that will be used in an international sun-monitoring network.

Last July the instrument's computer-operating system was nearly lost when Mr. Hill shipped it to Saint Petersburg and discovered, to his horror, that it had never been delivered to astronomers at the Kislovodsk Solar Station in the Caucasus Mountains.

After a joyful unpacking ceremony, the Russian astronomers found a Russian-made refrigerator in the crate, which apparently had been switched at the airport by someone attempting to steal the computer. The scientists quickly enlisted the help of the Russian police, who, 10 days later, found the computer at the airport in a crate labeled "refrigerator."

Equipment for the same project that Mr. Hill sent to the Yunnan Observatory in the People's Republic of China suffered a similar fate. It was confiscated by customs officials in China, but later released.

Given those difficulties, it's not surprising that Mr. Hill is taking precautions. When the flight carrying his telescope leaves for Russia, Mr. Hill plans to send a message to his Russian colleagues, who will wait for the crate at the airport. Then, if customs officials let them, the scientists will open the crate to make certain it doesn't contain another icebox.

Three Italian scientists say the lenses used in Galileo's pioneering telescopes are of a surprisingly high optical quality.

Vincenzo Greco and two colleagues at the National Optical Institute in Florence reported in the July 9 issue of *Nature* that the lenses in Galileo's two surviving telescopes, along with a single lens that he crafted, were "optically perfect." Using laser-measurement techniques, the scientists found that the lenses had nearly perfect surfaces and were relatively insensitive to the wavelength, or color, of the light passing through them. The scientists said the precise placement of the lenses in the tubes also showed that Galileo knew how to "tune" his telescopes.

The journal's editors wrote that the study "is important for understanding what precisely Galileo may have been able to see of the solar system in the late 17th century. It was Galileo's discovery of the moons around Jupiter that led him to reject the view that the sun revolved around the earth—and, eventually, to his dispute with the Catholic Church."

Scientists estimate that the two telescopes allowed Galileo to see objects with a resolution three to six times as great as that of the naked eye.



William H. Isbell of SUNY at Binghamton: "Just as much a problem is the generally deteriorating condition of civil society in Peru. You no longer know how to predict who's going to do what."

Though Rich in Archaeological Treasures, Peru Is Too Menacing for Some Scholars

Shining Path insurgency and nervous soldiers lead many archaeologists to abandon research projects

By Ellen K. Coughlin

FOR THE ARCHAEOLOGICAL STUDY of the development of early civilization, Peru is one of the most fertile countries in the world. It has also become one of the most difficult and dangerous to work in.

Continuing conflict between Peru's army and guerrilla insurgents, in particular the Communist movement known as the Shining Path, has made some parts of the country too hazardous for archaeologists to work in. Other regions are beginning to feel more indirect effects of what amounts to a civil war. Even in relatively safe parts of Peru, severe inflation in recent years has vastly complicated such things as buying supplies and paying laborers.

As a result, many North American archaeologists have moved their work elsewhere, and others are thinking about leaving. The number of archaeological projects in Peru, according to some estimates, has fallen by half over the last decade, and many fear that things will only get worse.

Some U.S. researchers still working in Peru argue that perceptions of the dangers there may be overblown, and that the exodus of archaeologists is probably only temporary. Yet even they acknowledge that it is difficult, if not impossible, to work in many parts of the strife-torn country.

"This is not idle speculation," says Geoffrey W. Conrad, professor of anthropology at Indiana University and director of its Mathers Museum. "It's a question that all of us have to face right now."

Equalled Only by Mesoamerica

For archaeologists, Peru is a place of special importance. It is one of half a dozen areas in the world that gave rise to what are called "pristine" civilizations—ones that arose without any outside influence.

"Sequences of complex societies emerged there that raise all kinds of questions about why societies came together," says John W. Rick, associate professor of anthropology at Stanford University.

In archaeological richness and significance, Peru is equalled in the Western Hemisphere only by the region archaeologists refer to as Mesoamerica—essentially Mexico and Guatemala. In the number and density of sites that are still untouched, however, Peru may be unsurpassed.

"It's a country with hundreds of thousands of archaeological sites that have never been explored," says Richard L. Burger, professor of anthropology at Yale University. "I don't think there's any other country with the same potential for new research."

Stagnant Economy, Soaring Inflation

The current crisis for archaeologists in Peru began in 1980 with the emergence of the Maoist Shining Path guerrilla movement in the department of Ayacucho, in Peru's south-central highlands. Although most archaeologists, like others, did not take the Shining Path any more seriously at

first than other radical opposition groups, the movement's terrorist campaign has gradually spread to Lima and other parts of the country, the unrest aided by Peru's stagnant economy and soaring inflation.

President Alberto Fujimori's suspension of the legislative and judicial branches of the government in April has only added to researchers' uncertainty.

Reports by archaeologists of direct confrontations with the Shining Path are rare, but frightening.

In 1986, Stanford's Mr. Rick, who by then had been working in the country for 15 years, was with a team of students at a site in Peru's central highlands—a Shining Path stronghold—that stood on land belonging to a local sheepherding cooperative.

One evening in July, a truck carrying about 25 guerrillas entered the archaeologists' compound and knocked on the windows of their quarters. Several tense conversations ensued, but it turned out that the guerrillas were not so much interested in the researchers as in the people connected to the cooperative.

In the course of the night, the guerrillas killed the administrator of the cooperative, stripped its store, and slaughtered about 300 sheep.

Although none of the archaeologists

Peru, and he has no immediate plans to return. Since then, he has been working at a site in New Mexico.

William H. Isbell, professor of anthropology at the State University of New York at Binghamton, was working at a site called Huari, about 15 miles from the city of Ayacucho, when the Shining Path came to national attention around 1980. In the period of unrest that preceded its emergence, he recalls, he was caught twice in police gunfire intended to disperse demonstrators in the city. He was hit with tear gas more times than he can remember.

A Move to Northern Peru

By 1981, he says, the influence of the Shining Path in the region was so strong that it became "too dangerous" for foreign archaeologists to work there. He shut his project down, expecting to be back in a year or two. He has not yet returned.

Since then, Mr. Isbell has worked at two other sites much further north in Peru, more remote from guerrilla activities and therefore considered safer. But even that region, he says, became increasingly affected by the country's problems, including large-scale abuses of power by the army and the police.

Mr. Isbell's last field season in Peru was

hurt, Mr. Rick describes the event as "traumatic."

"I had a dozen terrified students on my hands," he says. "Dynamite was going off all over the place."

Archaeologists typically work with teams of student assistants. Since his brush with danger, concern for their safety has remained uppermost in Mr. Rick's mind.

"What right does any researcher have to sponsor students in an area where there is danger?" he asks. "I feel it is utterly illegitimate. If you want to risk your own life, that's one thing."

That summer was Mr. Rick's last in

the summer of 1990; he has no plans to return there soon. He is looking into the possibility of beginning an excavation in Bolivia.

The violence arising from the guerrilla war is not the only difficulty, he says. "Just as much a problem is the generally deteriorating condition of civil society in Peru," he says. "You no longer know how to predict who's going to do what."

Mr. Conrad of Indiana agrees. So much of the energy of the police and military is expended on counterinsurgency efforts, he says, that there has been a "general breakdown of law and order." What's more, he says, contacts with the Peruvian military can be as dangerous to innocent third parties as those with the guerrillas.

"I have had an automatic rifle shoved in my face by an 18-year-old kid," he says of one encounter with a Peruvian soldier. "Nervous 18-year-olds with automatic weapons make me nervous."

Since 1985 Mr. Conrad has been studying a late-prehistoric site on the western slopes of the Andes in the southern department of Moquegua. Although he describes the things that have happened to him as "nuisances rather than dangers," they are enough to make him consider taking up research elsewhere.

"Things get worse and worse all the time," he says. "Each year is a little more uncomfortable."

Mr. Conrad plans to return to Peru next summer, but he will spend part of that season, he says, looking at sites in Chile and Bolivia.

Most of the archaeologists who have left or are thinking of leaving Peru are moving to sites in nearby countries—mainly Bolivia, Chile, and Ecuador—where they can work on subjects and periods similar to those they were investigating in Peru.

That can be an important consideration in maintaining financial support for research, Mr. Rick says. Very often, he explains, financing agencies will continue supporting a project that is forced to move, as long as a similar research question is under investigation. Otherwise, the researcher has to start the grant-proposal process again from scratch.

Some archaeologists in Peru say the



Archaeologists find work at sites in Peru, like this one in San Antonio, increasingly difficult because of continuing political unrest.

GEORGE CONRAD

Continued on Following Page

Researchers Face Growing Danger at Peruvian Sites

Continued From Preceding Page
fears of those who are leaving may be exaggerated.

Mr. Burger of Yale has worked for four field seasons over the last several years at a site in the Lurín Valley about 18 miles south of Lima. He says he has encountered no difficulties and does not consider it dangerous. He is in Peru now, and since he arrived there in early July, he says, local people have seemed optimistic about prospects for the economy.

Although Mr. Burger acknowledges the problems elsewhere in the country, he believes they will probably pass.

"This is not a unique occurrence," he says.

Mr. Burger was in Peru in the mid-1970's when, he says, an anti-American attitude prevailed among the country's military rulers and restrictions on foreign archaeologists were tight. Many Americans stopped working there, he says, but they eventually came back.

"In many cases, the departure of



Geoffrey W. Conrad of Indiana U.: "Things get worse and worse all the time. Each year is a little more uncomfortable."

people is based on perceptions rather than actual facts," Mr. Burger says. "Of course, that's valid; they're leaving because they're afraid of what might happen. But I think sometimes those perceptions are exaggerated."

Prudence M. Rice worked in the

south of Peru from 1985 to 1990, studying the ruins of 16th-century Spanish wineries built along a valley in Moquegua. She never had any difficulty in that time, she says, and her only concession to safety considerations was to begin, toward the end of that period, taking

her students to Moquegua through Chile rather than through Lima. Because of military-imposed curfews, she says, the streets of Peru's capital were often deserted except for soldiers. She says she felt safer avoiding the city.

Ms. Rice worked with her hus-

band in northern Guatemala from the mid-1970's through the early 80's, a time of guerrilla activity, she says, was just as threatening to archaeologists, if not more so, as the current situation in Peru. She was able to complete her project in Guatemala, but she knew many researchers who stopped working there because they were afraid they were no longer welcome.

Similar Problems Elsewhere

Even archaeologists who have left Peru acknowledge that other countries pose similar problems to researchers: Colombia and Guatemala in Latin America; several places in Africa, especially Eritrea; Burma; Sri Lanka. But she does not lessen their dismay at conditions in Peru, which many think will continue to deteriorate.

"There's so much left to be studied, so much left to be done, so many projects that could be done long beyond my lifetime," Indiana's Mr. Conrad says. "If you close down, if it becomes impossible to do archaeological research there for whatever reason, what we'll be doing is picking around the edges."

"The worst case is if the Shining Path takes over. It will be like Khmer Rouge Cambodia."

FELLOWSHIPS AND AWARDS

The Alfred P. Sloan Foundation

The Alfred P. Sloan Foundation has announced the names of 90 young scientists who have been selected to receive fellowships of \$30,000 each.

Following is a list of the fellows, their institutions, and their research subjects:

Dale Allen, U. of Houston: neuroscience.

James Anderson, U. of Wisconsin at Madison: economics.

Robert B. Barsky, U. of Michigan: economics.

Bruce J. Bayly, U. of Arizona: mathematics.

John L. Bechhoefer, Simon Fraser U.: physics.

Brian E. Berr, Columbia U.: chemistry.

Mark A. Berg, U. of Texas at Austin: chemistry.

Martin Berz, Michigan State U.: physics.

Ethan Bier, U. of California at San Diego: neuroscience.

Christopher Bishop, State U. of New York at Stony Brook: mathematics.

Joel D. Blum, Dartmouth College: physics.

Linda Buck, Harvard U.: neuroscience.

Vivian Budnik, U. of Massachusetts at Amherst: neuroscience.

Allison Butler, U. of California at Santa Barbara: chemistry.

Laurie J. Butler, U. of Chicago: chemistry.

Edward M. Callaway, U. of Colorado: neuroscience.

Sheldon Chang, Massachusetts Institute of Technology: mathematics.

David W. Christensen, U. of Pennsylvania: chemistry.

Jerold J. M. Chun, U. of California at San Diego: neuroscience.

James A. Cowan, Ohio State U.: chemistry.

Ethan S. Devinatz, U. of Washington: mathematics.

Francis K. Diebold, U. of Pennsylvania: economics.

Randall Dougherty, Ohio State U.: mathematics.

Kim R. Dunbar, Michigan State U.: chemistry.

Lian J. Fasel, Tulane U.: mathematics.

Joseph R. Feinberg, State U. of New York at Stony Brook: neuroscience.

Lee S. Finn, Northwestern U.: physics.

Glenn H. Fredrickson, U. of California at Santa Barbara: chemistry.

Richard J. Fumstahl, Ohio State U.: physics.

Paulo Gaudiano, Boston U.: neuroscience.

Itzhak Gilboa, Northwestern U.: economics.

Alan S. Goldman, Rutgers U.: chemistry.

Raymond E. Goldstein, Princeton U.: physics.

Jonathan L. Goodman, U. of Rochester: chemistry.

Gian Michele Guri, California Institute of Technology: mathematics.

James Graham, U. of California at Berkeley: physics.

Andrew J. Granville, U. of Georgia: mathematics.

Manoussos G. Grillakle, U. of Maryland at College Park: mathematics.

Daniel F. Harvey, U. of California at San Diego: chemistry.

Zhang-Xu He, Princeton U.: mathematics.

John M. Helmenstine, U. of Michigan: mathematics.

Nigel D. Higson, Pennsylvania State U.: mathematics.

David M. Hoffman, U. of Houston: chemistry.

Pamela J. Hornby, Louisiana State U.: neuroscience.

Eric M. Jacobson, U. of Illinois at Urbana-Champaign: chemistry.

Heinrich M. Jaeger, U. of Chicago: physics.

John A. Jellison, U. of Alabama at Birmingham: neuroscience.

Hong-Wen Jiang, U. of California at Los Angeles: physics.

James A. Kahn, U. of Rochester: economics.

Daniel E. Kahpe, Princeton U.: chemistry.

Nicolas Kauppi, Brown U.: mathematics.

Mare Klein, U. of Montreal: neuroscience.

Paul Knöschel, U. of Michigan: chemistry.

Christopher S. Kooch, Harvard U.: chemistry.

Alan B. Krueger, Princeton U.: economics.

Anthony-Samuel LaMantia, Duke U.: neuroscience.

André LeClair, Cornell U.: physics.

Nancy Levin, Mount Sinai School of Medicine: neuroscience.

Leonid Levitov, Massachusetts Institute of Technology: physics.

Jian-Shu Li, U. of Maryland at College Park: mathematics.

Xiao-Song Lin, Columbia U.: mathematics.

Andrew W. Lo, Massachusetts Institute of Technology: economics.

Roberta Mallory, U. of Iowa: neuroscience.

Paul L. McEuen, U. of California at Berkeley: physics.

Lawrence A. Molnar, U. of Iowa: physics.

Thomas Mountford, U. of California at Los Angeles: mathematics.

Margaret M. Murnane, Washington State U.: physics.

Kathryn M. Murphy, McGill U.: neuroscience.

Alan Nadet, U. of Chicago: mathematics.

Rene A. Ong, U. of Chicago: physics.

Mark S. Parth, Baylor U.: neuroscience.

Rinaldo Poli, U. of Maryland at College Park: chemistry.

Mark G. Raizen, U. of Texas at Austin: physics.

Lisa J. Randall, Massachusetts Institute of Technology: physics.

Igor Reider, U. of Oklahoma: mathematics.

Nicolai Reshetikhin, U. of California at Berkeley: mathematics.

Roger W. Romant, Stanford U.: physics.

Scott D. Rychenovsky, U. of Minnesota: chemistry.

Jay S. Siegel, U. of California at San Diego: chemistry.

David M. Stanbury, Auburn U.: chemistry.

Christopher J. Stanton, U. of Florida: physics.

Donna M. Teeterman, Wesleyan U.: mathematics.

Walter H. Theopold, U. of Delaware: chemistry.

Erk P. Verlinde, Institute for Advanced Study: physics.

Gregory A. Voth, U. of Pennsylvania: chemistry.

Peter B. Wolchman, California Institute of Technology: physics.

Frederick G. Wolfstod, U. of Maryland at College Park: physics.

Alan M. Wodtke, U. of California at Santa Barbara: chemistry.

Lin Zhou, Yale U.: economics.

Steven G. Zimmerman, U. of Illinois at Urbana-Champaign: chemistry.

The Woodrow Wilson National Fellowship Foundation

The Woodrow Wilson National Fellowship Foundation has announced the names of the 1992 recipients of the Spencer Dissertation Year Fellowships for Research Related to Education. Each of the 30 fellows will receive \$15,000 to support the final year of

writing his or her doctoral dissertation. Following is a list of the fellows, their fields of study, their graduate institutions, and the topics of their dissertations.

Tammy L. Bennington, anthropology, State U. of New York at Binghamton: the inscription of cultural difference in a social-studies textbook.

Ann R. Borah, education and folklore, U. of Pennsylvania: Pynchon and Yell, Pynchon's play traditions and transitions in a multi-ethnic elementary schoolyard.

William P. Bonta, language education, Indiana U.: assessing reading comprehension holistically.

Jackie M. Blount, social foundations of education, U. of North Carolina at Chapel Hill: women and the superintendent, 1900-1990—"destined to rule the schools in every city."

Nancy Diamond, policy sciences, U. of Maryland at Baltimore: new models of excellence—factors influencing faculty productivity at emerging research universities, 1968-1988.

Steven G. Epstein, sociology, U. of California at Berkeley: impure science—the AIDS movement, the experts, and the struggle for credibility.

Antoinette Errante, education policy and administration, U. of Minnesota: colonialism and post-colonial development—the school, the textbook, and national development in Portugal and Mozambique, 1926-1991.

Evelyn M. Evans, developmental psychology, U. of Michigan: constructing beliefs about the origins of species—artifacts of God or nature?

Gregory A. Voth, U. of Pennsylvania: chemistry.

Peter B. Wolchman, California Institute of Technology: physics.

Frederick G. Wolfstod, U. of Maryland at College Park: physics.

Alan M. Wodtke, U. of California at Santa Barbara: chemistry.

Lin Zhou, Yale U.: economics.

Steven G. Zimmerman, U. of Illinois at Urbana-Champaign: chemistry.

Michael S. Fox, history, Yale U.: the higher party schools—education, politics, and the transformation of intellectual life in the Soviet Union, 1921-1929.

Ken E. Hansen, history, U. of Wisconsin at Madison: manufacturing skills—institutionalizing vocational education and training in the United States and Germany, 1869-1918.

Joy E. Hayes, communication, U. of California at San Diego: the role of radio broadcasting in 20th-century nationalism—a comparative analysis of the United States and Mexico.

Lisa A. Hoogstra, human development and psychology, U. of Chicago: narrative preverbalities of self in a working-class community.

Samuel W. Kaplan, anthropology, U. of Chicago: the "Turkish Islamic theses"—qualifying Turkish villages through education.

Shamir S. Khan, education, U. of California at Berkeley: literacy, education, and human development—a case study of the Grameen Bank.

Elizabeth M. McCarthy, education, Stanford U.: the role of language in the development of self-regulation—a study of ideal and hearing children.

Jill P. Morford, psychology, U. of Chicago: creating the language of thought—the development of thought in child-generated language.

Kathryn L. Nasstrom, history, U. of North Carolina at Chapel Hill: women and the politics of desegregation—women's political action in Atlanta, 1945-1948.

Eleanor M. Novak, communication, U. of Pennsylvania: news making, knowledge production, and self-determination—the neighborhood newspaper as an empowerment strategy for secondary-school students and their communities.

Guy Parker, social thought, U. of Chicago: the psychology and religious teaching of Plato's Republic.

Douglas S. Reed, political science, Yale U.: democracy vs. equality—political struggles over public-school financing.

Carlos Rodriguez, higher education, U. of Arizona: minorities in science and engineering—patterns for success.

Miklos W. Smith, education, Clark U. (Mass.): preschool talk—connecting teachers' attitudes and practices.

Sally Staffens, vocational and technical education, U. of Illinois at Urbana-Champaign: teachers behind bars—a qualitative study of educators in total institutions.

Mitchell L. Stevens, sociology, Northwestern U.: quarters of progress—home education and the politics of democracy.

Karen M. Bykes, anthropology, Princeton U.: indigenous education in central New Zealand.

Caroline Wong, social and administrative health sciences, U. of California at Berkeley: effects of health education—a comparative study of responses by people with disabilities, college students, and health educators.

Glenn L. Wolchman, education, Cornell U.: English second-language learners and political education—an analysis of political content and democratic ideology in ESL texts for adults.

Angela R. Wiley, psychology, Clark U. (Mass.): parental values and the child's creation of a culturally relevant self-language as mediation.

Publishing

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Androgynous Objects: String Bags and Gender in Central New Guinea, by Maureen Anne MacKenzie (Harwood Academic Publishers; 256 pages; \$32). Discusses the construction, use, and wider cultural and symbolic significance of string bags used by New Guinea's Temelele people to carry everything from umbrellas and babies to food and firewood.

Chinatown No More: Taiwan Immigrants in Contemporary New York, by Hsiao-chi Chen (Cornell University Press; 256 pages; \$37.95 hardcover, \$14.95 paperback). A study of post-1965 Taiwanese immigrants in the Queens neighborhoods of Elmhurst and Flushing.

Ethnobiological Classification: Principles of Categorization of Plants and Animals in Traditional Societies, by Brent Beckett (Princeton University Press; 326 pages; \$45). Identifies regularities in how non-literate societies name and classify plants and animals; links the patterns to a largely unconscious human appreciation of natural affinities.

Maya Saints and Saints in a Changing World, by John M. Watanabe (University of Texas Press; 280 pages; \$30 hardcover, \$15.95 paperback). Focuses on the issue of ethnic distinctiveness in an ethnographic study of Santiago Chimalango, a town of Mam-speaking Mayan Indians in Huehuetenango, Guatemala.

Nuclear Summer: The Clash of Communities at the Seneca Women's Peace Encampment, by Louise Krasnowska (Cornell University Press; 248 pages; \$42.50 hardcover, \$14.95 paperback). Examines a conflict between local residents of Seneca County, N.Y., and female peace activists who gathered in the county in 1983 to protest the stockpiling of nuclear weapons at a rural military depot.

ART AND ARCHITECTURE

Jane Jacobs: Maker of Natural Parks and Gardens, by Robert E. Greve (Johns Hopkins University Press; 320 pages; \$4.95). A study of the Danish-born American landscape designer who lived from 1916 to 1961; describes his work with Wright, Sullivan, and other leading architects and his efforts to preserve natural landscapes in the Midwest.

The Papers of Frederick Law Olmsted, Volume VI: The Years of Olmsted, Vaux & Company, 1866-1874, edited by David Schuyler and Jane Turner Censer (Johns Hopkins University Press; 704 pages; \$69.95). Documents the American landscape architect's work on Brooklyn's Prospect Park and other projects during one of the busiest periods of his career.

Thomas Moran and the Surveying of the American West, by Joni Louise Kinsey (Southwestern Institution Press; 237 pages; \$34.95). Examines *The Grand Canyon of the Yellowstone*, *The Chasm of the Holy Cross*, three 1870's paintings by the Philadelphia artist, who traveled West with federal surveying expeditions; shows how the works helped shape public perceptions of the region.

CLASSICAL STUDIES

Oedipus and the Fabrication of the Father: "Oedipus Tyrannus" in Modern Criticism and Philosophy, by Pietro Pucci (Johns Hopkins University Press; 240 pages; \$34). Considers the significance of the variety of father figures present in Sophocles's tragedy, including Polyphus, Tiresias, Apollo, and Oedipus's actual father, Laius.

DANCE

Louis Horst: Musician in a Dancer's World, by Janet Mansfield Soares (Duke University Press; 278 pages; \$29.95). A biography of the American pianist, composer, and choreographer who lived from 1884 to 1964; focuses on his personal and professional relationship with the dancer and choreographer Martha Graham.

ENTREPRENEURSHIP

Enterprise Reforms in a Centrally Planned Economy: The Case of the Chinese Bicycle Industry, by Xun-Hui Zhang (St. Martin's Press; 237 pages; \$69.95). Uses a case study of bicycle manufacturing to examine the impact of Chinese industrial reforms in the 1980's.

THE EVOLUTION OF RETAIL SYSTEMS, 1800-1924, by John Henson and Gareth Shaw (St. Martin's Press; 237 pages; \$54). A comparative analysis of the development of retail and distribution systems in Britain, Canada, and Germany.

Hayek and the Keynesian Avelancho, by B. J. McCormick (St. Martin's Press; 304 pages; \$59.95). Analyzes the theoretical debate between the Austrian-born British economist F. A. Hayek (1889-1992) and the British economist John Maynard Keynes (1883-1946).

IN VOLUNTARY UNEMPLOYMENT: Macroeconomics from a Keynesian Perspective, by J. A. Trevithick (St. Martin's Press; 304 pages; \$59.95). Offers a historical perspective on differences between Keynesian macroeconomics and monetarist and neo-classical approaches.

The South African Economy, 1910-1990, by Stuart Jones and André Möller (St. Martin's Press; 394 pages; \$45). Traces South African economic growth since federal union in 1910.

EDUCATION

Education and the Making of Modern Iran, by David Meshkini (Cornell University Press; 352 pages; \$12.95 paperback). Analyzes aspects of romanticism in film scores that attempt to convey a sense of an idealized, lost past, and shows how the utopian impulse in such music was associated with the feminine.

HISTORY

Begging Pardon and Favor: Ritual and Political Order in Early Medieval France, by Geoffrey Koziol (Cornell University Press; 288 pages; \$44.95). Considers the cultural meaning of medieval French rituals of supplication—acts of prayer that involved distinctive kinds of language and gesture; shows how regional differences in such rituals shed light on changing social and political relations in the 10th and 11th centuries.

Civil Politics in the Rome of Urban VIII, by Laurie Nussdorfer (Princeton University Press; 296 pages; \$42.50). Examines relations between the papal administration of Urban VIII (1623-1644) and laypeople in Rome's civic government.

The Jews in Palestine in the Eighteenth Century: Under the Patronage of the Istanbul Committee of Officials for Palestine, by Jacob Barnai, translated by Naomi Goldblum (University of Alabama Press; 320 pages; \$39.95). Discusses

Continued on Following Page

FILM STUDIES

Brooklyn Is Not Expanding: Woody Allen's Comic Universe, by Annette Wernblad (Fairleigh Dickinson University Press; 168 pages; \$29.50). Discusses the American actor and director's work in film, stand-up comedy, theater, and the writing, and sets the "Allen persona" in the literary and comedic traditions of Sholem Aleichem, Isaac Bashevis Singer, Philip Roth, Lenny Bruce, Charlie Chaplin, and Groucho Marx.

South of the West: Postcolonialism and the Narrative Construction of Australia, by Ross Gibson (Indiana University Press; 256 pages; \$35 hardcover, \$12.95 paperback). A study of films, explorers' narratives, archival photographs, and other media that together construct the popular image of Australia.

Strains of Utopia: Gender, Nostalgia, and Hollywood Film Music, by Caryl Filian (Princeton University Press; 224 pages; \$39.50 hardcover, \$12.95 paperback). Analyzes aspects of romanticism in film scores that attempt to convey a sense of an idealized, lost past, and shows how the utopian impulse in such music was associated with the feminine.

THE JEWIS IN PALESTINE IN THE EIGHTEENTH CENTURY: UNDER THE PATRONAGE OF THE ISTANBUL COMMITTEE OF OFFICIALS FOR PALESTINE, by Jacob Barnai, translated by Naomi Goldblum (University of Alabama Press; 320 pages; \$39.95). Discusses

Continued on Following Page

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New Scholarly Books

Continued From Preceding Page
Jewish Communities in Jerusalem, Hebron, Tiberias, and Safed that were supported by a committee of Jewish leaders established in Istanbul in 1726.

Marcello Carlini and Ecclesiastical Government in Tridentine Italy, by William V. Hudon (Northern Illinois University Press; 261 pages; \$32). A revisionist prelate whose final position in a varied career in the church was a three-week term as Pope Marcellus II.

The Unbounded Community: Neighborhood Life and Social Structure in New York City, 1830-1875, by Kenneth A. Scherzer (Duke University Press; 375 pages; \$34.95). Describes the diversity and fluidity of neighborhood life during the period, and shows how New Yorkers' networks of social relationships formed an "unbounded community" throughout the city.

The Unleashing of the Sixteenth-Century Adrenaline, by Catherine Wendy Brucewell (Cornell University Press; 368 pages; \$45). A history of martial bands known as *atakas* that were nominally under the control of the Hapsburg military frontier administration in Croatia, and that justified their raids into Ottoman territory on religious grounds.

Workers, Strikes, and Pogroms: The Donbass-Dnepr Bend in Late Imperial Russia, 1870-1905, by Charles Wynn (Princeton University Press; 304 pages; \$39.50). Shows how peasant workers in the Donbass-Dnepr Bend region undermined the revolutionary parties that had mobilized them for strikes and other actions with their attacks against Jews, artisans, and radical students.

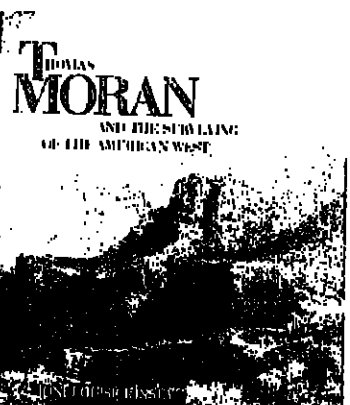
HISTORY OF SCIENCE

Alexander's Pioneer in American Electrical Engineering, by James E. Brittain (Johns Hopkins University Press; 408 pages; \$45). A biography of the Swedish-born American engineer and inventor Ernst F. W. Alexanderson (1878-1975).

James Hutton and the History of Geology, by Dennis R. Dean (Cornell University Press; 312 pages; \$38.50). Traces the intellectual development of the 18th-century Scottish geologist.

INDUSTRIAL RELATIONS

Through Jaundiced Eyes: How the Media View Organized Labor, by William J. Puette (ILR Press; 228 pages; \$38 hardcover, \$16.95 paperback). Discusses the depiction of unions in films, newspapers, and television news and entertainment.



Workers, Strikes, and Pogroms: The Donbass-Dnepr Bend in Late Imperial Russia, 1870-1905, by Charles Wynn (Princeton University Press; 304 pages; \$39.50). Shows how peasant workers in the Donbass-Dnepr Bend region undermined the revolutionary parties that had mobilized them for strikes and other actions with their attacks against Jews, artisans, and radical students.

Worker Protection, Japanese Style: Occupational Safety and Health in the Auto Industry, by Richard E. Wokutch (ILR Press; 263 pages; \$39 hardcover, \$18.95 paperback). Compares American and Japanese approaches to worker protection; focuses on conditions at the main plant and recently opened U.S. subsidiary of a major Japanese automobile manufacturer.

LAW

Administrative Law in a Global Era, by Alfred C. Aman, Jr. (Cornell University Press; 240 pages; \$28.95). Considers

how U.S. administrative law has responded to different regulatory environments, including those of the New Deal and the Reagan Administration.

Lawyers' Ideals/Lawyers' Practices: Transformations in the American Legal Profession, edited by Robert L. Nelson, David M. Trubek, and Rayman L. Solomon (Cornell University Press; 320 pages; \$39.95 hardcover, \$14.95 paperback). Includes original essays on lawyers' professional ideals and their work in a variety of settings.

Systems of Control in International Adjudication and Arbitration: Breakdown and Repair, by W. Michael Reisman (Duke University Press; 188 pages; \$29.95). Discusses the breakdown of controls that govern the arbitration of international disputes under the auspices of the International Court of Justice, the World Bank, and the New York Convention of 1958.

LINGUISTICS

Language and Social Relationship in Brazilian Portuguese: The Pragmatics of Politeness, by Dale April Koike (University of Texas Press; 178 pages; \$27.50). Examines how age, gender, education, and other factors shape the strategies of politeness that a Portuguese speaker might use in phrasing an order, suggestion, or other kind of directive.

LITERATURE

Allegories of History: Literary Historiography After Hegel, by Timothy Bahli (Johns Hopkins University Press; 384 pages; \$35). Argues that history writing is basically allegorical or literary, and that its claims to historical truth must be evaluated in that light.

Cartesian Women: Versions and Subversions of Rational Discourse in the Old Regime, by Erica Hartz (Cornell University Press; 288 pages; \$28.95 hardcover, \$13.95 paperback). Focuses on literary and philosophical works by female writers in 17th- and 18th-century France.

The Celestial Tradition: A Study of Ezra Pound's "The Cantos," by Demetres P. Tryphonopoulos (Wilfrid Laurier University Press; 214 pages; \$35). Explores the relationship between Pound's

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Publishing

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Press; 264 pages; \$36.95 hardcover, \$14.95 paperback). Considers differences in Renaissance society's responses to female and male literary expressions of grief.

Hemingway's "In Our Time": Lyrical Dimensions, by Wendolyn E. Tschol (Bucknell University Press; 160 pages; \$28.50). A critical study of the American writer's 1924 collection of tales.

The Interrupted Dialogue: Philosophy, Psychoanalysis, and Their Tragic Other, by Suzanne Cleary (Johns Hopkins University Press; 288 pages; \$38.50). Argues that Hegelian philosophy and Freudian psychoanalysis use such literary tragedies as *Antigone*, *Hamlet*, and *Oedipus* to seek theoretical confirmation.

In the Name of Love: Women, Masculinity, and the Gothic, by Michelle A. Massé (Cornell University Press; 304 pages; \$39.95 hardcover, \$14.95 paperback). Examines masochism as a theme in the depiction of female identity in American and British Gothic novels from the 18th century to the present.

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Selected English Writings of Yone Noguchi: An East-West Literary Assimilation, Volume 2: Prose, edited by Yoshinobu Hakutani (Fairleigh Dickinson University Press; 352 pages; \$49.50). Edition of autobiographical writings by the Japanese poet who lived from 1875 to 1947 and spent some years as an immigrant in California.

The Tao and the Logos: Literary Hermeneutics, East and West, by Zhang Longxi (Duke University Press; 258 pages; \$33 hardcover, \$16.95 paperback). Discusses Eastern and Western works of literature and philosophy in relation to the Eastern concept of Tao and the Western concept of the Logos.

To Blight With Plague: Studies in a Literary Theme, by Barbara Fass Leavy (New York University Press; 237 pages; \$40). Examines images of contagious or pestilential disease in literary works from Boccaccio's 14th-century depiction of Florentines fleeing the bubonic plague in the *Decameron* to Larry Kramer's contemporary image of AIDS in *The Normal Heart*.

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David Ayers (St. Martin's Press; 261 pages; \$35). Discusses the conflict between two views attributed here to the English writer—that the self is almost nothing and that the survival of European culture depends on the stability and coherence of the self.

MATHEMATICS

Combinatorics and Partially Ordered Sets: Dimension Theory, by William T. Trotter (Johns Hopkins University Press; 328 pages; \$45).

MEDICINE

Disability and Rehabilitation in Rural Jamaica: An Ethnographic Study, by Ronnie Linda Leavitt (Fairleigh Dickinson University Press; 256 pages; \$39.50). A study of a community-based rehabilitation project for disabled children in St. Catherine Parish, Jamaica.

Measuring Functioning and Well-Being: The Medical Outcomes Study Approach, edited by Anita L. Stewart and John E. Ware, Jr. (Duke University Press; 479 pages; \$35). Discusses techniques and

measures developed for the Medical Outcomes Study, a large-scale survey of patients' experience of health care in the United States.

PHILOSOPHY

Alexander of Aphrodisias: Questions 1.1-2.15, translated by R. W. Sharples (Cornell University Press; 192 pages; \$47.95). Translation of writings on physics, metaphysics, psychology, and divine providence by the third-century Greek philosopher.

Philosophy and Knowledge: A Commentary on Plato's "Theaetetus," by Ronald M. Polansky (Bucknell University Press; 264 pages; \$38.50). Discusses the dialogue's representation of the nature of human knowledge.

POLITICAL SCIENCE

The Institutional Presidency, by John P. Burke (Johns Hopkins University Press; 288 pages; \$45 hardcover, \$14.95 paperback). Considers the institutional dynamics of the White House staff system, and how it interacts with the manage-

ment style of individual Presidents; includes a comparison of the Carter and Reagan Administrations.

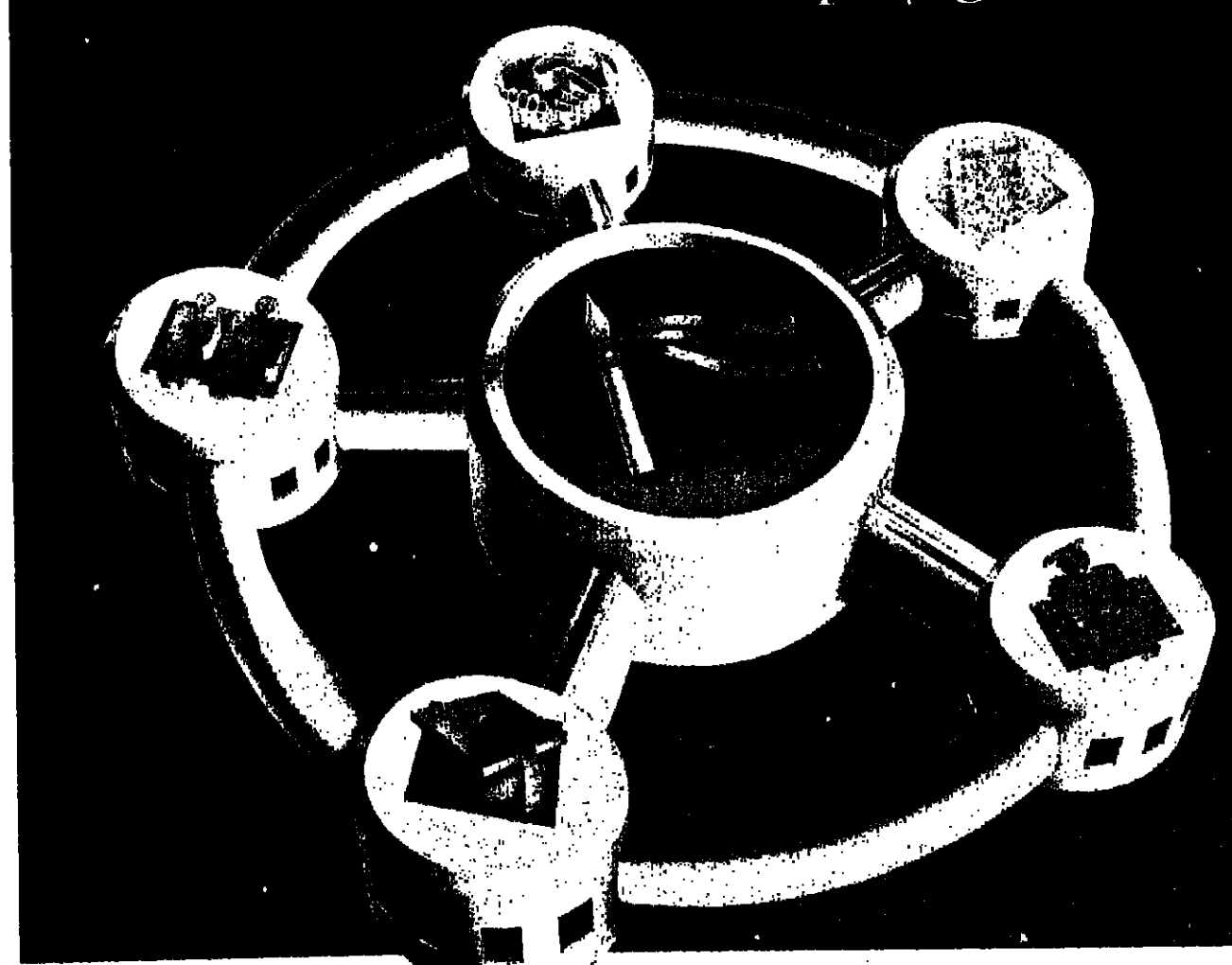
Intermediaries in International Conflict, by Thomas Princen (Princeton University Press; 264 pages; \$29.95). Analyzes the mediating activities of a variety of diplomatic actors from superpowers and small nations to international organizations and non-governmental groups; argues that mediators with the most bargaining power over disputants are often not the most effective, and that it is the powerlessness of some mediators that enables them to effect the most change.

Inviting Women's Rebellion: A Political Process Interpretation of the Women's Movement, by Anne N. Costain (Johns Hopkins University Press; 208 pages; \$28). Discusses the federal government's role in shaping the modern American feminist movement's emphasis on seeking legislative change.

Japan and the Third World: Patterns, Powers, Prospects, by William R. Nester (St. Martin's Press; 333 pages; \$39.95). Describes Japan's efforts to diversify its

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Hot Type

Changes may be in the offing for the *The American Scholar*—but Phi Beta Kappa, the association that sponsors the quarterly journal, isn't saying what they may be.

Douglas W. Foard, the association's secretary, confirms that a special committee met last week "to review the entire *American Scholar* operation, from soup to nuts." The impetus for the review, Mr. Foard says, was financial: Once indirect costs are figured in, the association has been subsidizing the journal to the tune of \$200,000 a year and can no longer afford to do so. The association is looking at several strategies to raise revenues and attract new readers.

The current scrutiny comes in the wake of a controversy last fall over an essay by the journal's editor, **Joseph Epstein**, that was published in *The Hudson Review*. In it, he harshly criticized contemporary literary criticism and academic feminists. Critics claimed that Mr. Epstein's comments were out of line and reflected an insensitivity to new scholarly trends—an insensitivity that they say has increasingly marked *The American Scholar*.

"Phi Beta Kappa's interest in looking at how the journal is being run has nothing to do with Joseph Epstein," Mr. Foard says. "Even radical feminists and arch-conservatives can agree on the need to worry about the bottom line—and this is about the bottom line."

Mr. Epstein could not be reached for comment.

Some members of the editorial board acknowledge that they have heard "indirectly" that there is concern within Phi Beta Kappa that *The American Scholar* is not representative

of the association's membership, and they say that proposed changes may include limiting the terms of the journal's editor and the members of its editorial board. Mr. Epstein has served as editor since 1975; board members may currently be reappointed to successive terms.

Mary Lofkowitz, an editorial-board member, says Mr. Epstein has already been taking steps to cut costs.

"Until now, we have operated in a fairly autonomous fashion," she says. "So the intervention at this point seems to raise questions about the motivation behind it."

Feminists and wildmen will both be welcome in the pages of *The Journal of Men's Studies*, whose debut is scheduled for next month.

Edited by **Jim A. Doyle**, a professor of psychology at Roane State Community College, the journal will include varied scholarly work in the emerging, contentious, and sometimes-ridiculed interdisciplinary field known as men's studies. That means taking seriously—and not just trashing—the so-called "mythopoetic" men's movement described in recent best sellers by **Robert Bly** and **Sam Keen**.

For five years, Mr. Doyle edited the newsletter of the Men's Studies Association. The new journal will include peer-reviewed articles

by scholars, social workers, and therapists. "Men's studies is more than just a fad," he says. "We can now support an eclectic journal."

The first issue includes an article on a 19th-century "moral purity" movement in Germany, written by **John Fout** of Bard College, who is himself the editor of the *Journal of the History of Sexuality*. Other contributors include **Madonna Miner** of the University of Wyoming, who writes about men's relationships in the novel *The Virginian*, and **Walter Williams**

New Scholarly Books

Continued From Preceding Page
sources for raw materials, energy, and markets.

Learning from Gai Oya: Possibilities for Participatory Development and Post-Newtonian Social Science, by Norman Uphoff (Cornell University Press; 456 pages; \$34.95). Uses a case study of a Sri Lankan development project to re-examine social-science perspectives on development, and to argue for the integration of modern physics concepts into social-science theory.

Protecting Markets: U.S. Policy and the World Grain Trade, by Ronald T. Libby (Cornell University Press; 208 pages; \$26.50). Discusses the origins and political utility of the Export Enhancement Program, a policy used by the government in its agricultural-subsidy war with European countries during the Reagan and Bush Administrations.

Regulating Privacy: Data Protection and Public Policy in Europe and the United States, by Colin J. Bennett (Cornell University Press; 304 pages; \$39.95 hardcover, \$16.95 paperback). Analyzes government responses to computer-data-protection issues in Britain, Sweden, the United States, and West Germany from the late 1960's to the 1980's.

The Rise and Fall of the Soviet Politburo, by John Löwenhardt, James Ozinga, and Erik van Ree (St. Martin's Press; 256 pages; \$39.95). Traces the history of

known as Habad—an acronym of the Hebrew words Hokhmah, Binah, Da'at or wisdom, understanding, knowledge.

Hegel and the Spirit: Philosophy as Pneumatology, by Alan M. Olson (Princeton University Press; 240 pages; \$24.95). Analyzes the German philosopher's concept of *Geist* or spirit, and describes it as a "speculative pneumatology" that completes the Christian doctrine of the Holy Spirit.

A History of the Episcopal Church in Liberia, 1821-1980, by D. Elwood Dunn (Scarecrow Press; 503 pages; \$62.50).

Icons: Studies in the History of an Idea, by Moshe Barasch (New York University Press; 288 pages; \$40). Explores early Christian debates on iconic representation from late antiquity through the famous defenses offered by St. John of Damascus and Theodore of Studium in the eighth and ninth centuries.

The Nature of Buddhist Ethics, by Damien Keown (St. Martin's Press; 281

pages; \$45). Challenges the notion that the pursuit of ethical ideals is secondary to the attainment of knowledge in the Buddhist tradition.

Prophets, Pastors, and Public Chloves: Canadian Churches and the Mackenzie Valley Pipeline Debate, by Roger Hutchinson (Wilfrid Laurier University Press, distributed by Humanities Press International; 142 pages; \$22.50). Discusses the involvement of Canadian churches in the debate over the construction of a natural-gas pipeline in the Northwest Territories.

Religion and Personal Autonomy: The Third Disestablishment in America, by Phillip E. Hammond (University of South Carolina Press; 219 pages; \$29.95). Shows how an increased emphasis on personal autonomy has affected the nature of religious expression in the United States since the 1960's; draws on data from telephone surveys of 2,620 adults in California, Massachusetts, North Carolina, and Ohio.

Religious Belief and Emotional Transformation: A Light in the Heart, by Paul Lauritzen (Bucknell University Press; 128 pages; \$26.50). Examines the phenomenon of emotional and moral transformation through religious belief.

Rhetoric

The Context of Human Discourse: A Configurational Criticism of Rhetoric, by Eugene E. White (University of South Carolina Press; 307 pages; \$34.95). Considers how historical and cultural contexts shape rhetorical discourse and its consequences; includes a lengthy case study of John C. Calhoun's defense of slavery in his last speech before the U.S. Senate on March 4, 1850.

The Rhetoric of Antinuclear Fiction: Persuasive Strategies in Novels and Films, by Patrick Mannix (Bucknell University Press; 192 pages; \$32.50). Discusses the ethical, rational, and emotional strategies used in *On the Beach*, *A Canticle for Leibowitz*, *Dr. Strangelove*, and other antinuclear books and films.

Sociology

Taking It Lying Down: Sexuality and Teenage Motherhood, by Frances Hud-

son and Bernard Ineichen (New York University Press; 234 pages; \$35). Focuses on Britain and the United States.

Theater

The Modern Brazilian Stage, by David George (University of Texas Press; 176 pages; \$30). Discusses the companies and productions that have had a major influence on Brazilian theater since the 1940's.

The Years of O'Casey, 1921-1928: A Documentary History, by Robert Hogan and Richard Burnham (University of Delaware Press; 440 pages; \$55). A documentary history of Irish politics and Dublin's Abbey Theatre during a period of intense political change.

Women's Studies

New Perspectives on Women and Comedy, edited by Regina Barreca (Gordon and Breach; 224 pages; \$14). Includes original essays on women's uses and responses to humor in literature and the performing arts.

Publishing

101
BOX

Hillary Clinton didn't sit home baking cookies, and neither should female professors if they hope to get ahead.

That's just one of many recommendations in a new report from the Association of American Colleges. The 12-page paper, "Success and Survival Strategies for Women Faculty Members," was written by Bernice Resnick Sandler, senior associate at the Center for Women Policy Studies. It includes a variety of recommendations ranging from strategies for networking and interviewing to tips for handling sexual harassment.

The report also makes some suggestions on actions that female professors should avoid. Baking cookies for meetings—when no one else is bringing food—is just one of them. It also recommends against "answering the communal phone," "cleaning up after meetings," and "doing needlework in the presence of colleagues." On the last point, the report explains: "The benefit of relaxation and enjoyment does not override the disadvantage of being viewed in a conventional and stereotyped female role."

The report further recommends that women avoid "apologetic speech"—such as, "This probably doesn't make sense"—and "presenting a 'sweet' image by always smiling, nodding agreement, and refusing to take a strong stand."

Copies of the report, "Success and Survival Strategies for Women Faculty Members," are available for \$5 plus \$2 postage and handling from the AAC's Publications Desk, 1816 R Street, N.W., Washington 20009; (202) 387-3760.

From Project Kaleidoscope, the movement seeking to reform science and mathematics education at liberal-arts colleges, comes a new report that shows what facilities best accommodate its recommended curricular changes.

The report, "What Works: Resources for Reform," includes essays and diagrams detailing effective laboratory and classroom space. It also presents case studies of successful construction and renovation projects.

The report is a follow-up to "What Works: Building Natural Science Communities," which the project released last year. It outlined plans for strengthening undergraduate science and mathematics programs.

Project Kaleidoscope, which is coordinated by the Independent Colleges Office in Washington, began in 1989 with a grant from the National Science Foundation. Last month the project sponsored the first in a series of workshops to showcase colleges that have created effective courses and facilities.

Copies of "Resources for Reform" are available for \$20 each from Project Kaleidoscope, 100, 1730 Rhode Island Avenue, N.W., Suite 1205, Washington 20036.

Personal & Professional

Nomadic Scholar of Black Studies Puts Harvard in the Spotlight

Henry Louis Gates, Jr., uses clout and flair to lead his department out of mediocrity

By Denise K. Magner

CAMBRIDGE, MASS.

ONE OF THE FIRST THINGS Henry Louis Gates, Jr., did upon becoming chairman of Harvard University's Afro-American Studies Department was to dig up photographs of his five predecessors. Then he had them framed and displayed in the department's sleek new offices overlooking Harvard Square.

"You have to approach the mantle you inherit with a great deal of humility," Mr. Gates says.

"Every other person in this job was sharp," he adds. "I am not of a different order than they. Yet the image of the place has been nothing but failure since 1969."

Fortunately for Harvard, Mr. Gates has tackled the job with great flair, much confidence, and superb connections. People in academe say that if anyone can overcome years of inertia and build a black-studies department that Harvard can be proud of, it's "Skip" Gates.

Already one of the nation's best-known scholars, he is acclaimed for his work in the field of Afro-American literature and equally renowned for his frequent job hopping in recent years. He left Cornell University in 1990 for Duke University, where he stayed just a year before joining Harvard's faculty last summer. Now, in addition to heading the black-studies department, he is a professor of English and director of Harvard's W. E. B. Du Bois Institute for Afro-American Research.

"First time I've ever had a real job, I tell my friends," he cracks, before turning serious. "I've been a free agent. This is the first time I've been in a position to build something outside myself."

Angry Student Protests

In 1990-91, the year before Mr. Gates arrived at Harvard, the condition of the black-studies department sparked angry student protests on the campus. It had just one permanent faculty member at the time. In the academic world, it was a nonentity. Several leading scholars had rejected offers to head the department before Harvard approached Mr. Gates.

Today the department's faculty, curriculum, and offices have undergone a face-lift. It now has five tenured or tenure-track professors, including Mr. Gates, with the promise of five more appointments over the next several years. A streamlined curriculum for black-studies majors (they're called "concentrators" here) is expected to be in place for academic 1992-93.

Until last summer, the department occupied cramped quarters in an old gray house several blocks from the campus. Its new offices, in rented space on the fourth floor of a building across the street from Harvard Yard, are everything the old offices were not: spacious, modern, and centrally located.

"If you're starting from the beginning," Mr. Gates says, "symbols can be of crit-



Henry Louis Gates, Jr. "I've been a free agent. This is the first time I've been in a position to build something outside myself."

cal importance. The new space was symbolic."

Mr. Gates has been behind other moves to put the department into the spotlight, such as bringing the film director Spike Lee to Harvard last spring as a visiting faculty member. In the fall, he has announced, the writer Jamaica Kincaid and the composer Anthony Davis will teach in the department.

In the past, Mr. Gates says, many black-studies programs sought to hire faculty members from a wide array of disciplines. The idea was to replicate the arts-and-sciences faculty within a single black-studies department. At Harvard, he is departing from that model, partly because he thinks it rarely worked and partly because money is tight these days.

Instead, he is following the path taken by Princeton University's black-studies department—widely considered to be the

best in the country. It has taken a cultural-studies approach to examine the experiences of black people in the United States and the Caribbean.

'An Extraordinary Impact'

Harvard's department is focusing on the humanities and cultural studies, Mr. Gates says. But it will explore both African-American culture and African culture where possible.

"He's had an extraordinary impact on the university," says Henry Rosovsky, former dean of the faculty of arts and sciences here, who helped recruit Mr. Gates and is now a professor at Harvard. "He's a great personality. You open up the newspaper and you see his name. He's raised the level of Afro-American studies in people's eyes at Harvard."

Mr. Gates sees his mission at Harvard as

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41

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THE MODERN BRAZILIAN STAGE



the Communist Party executive committee from its creation by Lenin in 1919 to its decline during the Gorbachev era. **Search for the American Right Wing: An Analysis of the Social Science Record, 1965-1987**, by William B. Hixson, Jr. (Princeton University Press; 392 pages; \$49.50). A critique of social-science interpretations of the contemporary American right wing, from the rise of Sen. Joseph McCarthy to the election and Administration of Ronald Reagan. **The Two Churches: Catholicism and Capitalism in the World System**, by Michael L. Budde (Duke University Press; 182 pages; \$29.95). Argues that the Roman Catholic Church is in the midst of a major transition from a first-world to a third-world entity, and considers how that shift will affect its role in the world economy.

PSYCHOLOGY

Love and the Soul: Psychological Interpretations of the Eros and Psyche Myth, by James Gollnick (Wilfrid Laurier University Press, distributed by Humanities Press International; 174 pages; \$25). Discusses five Freudian and six Jungian interpretations of the Eros and Psyche myth from Apuleius's second-century work *The Golden Ass*.

The Myth of Addiction: An Application of the Psychological Theory of Attribution to Illicit Drug Use, by John Booth Davies (Harvard Academic Publishers; 180 pages; \$48 hardcover, \$26 paperback). Argues that the British media, government, and drug-treatment profession have exaggerated the pharmacological power and coercive influence of drugs.

RELIGION

Habad: The Hasidism of R. Shneur Zalman of Lyady, by Roman A. Foxbrunner (University of Alabama Press; 307 pages; \$49.95). Examines the thought of Rabbi Shneur Zalman (1755-1813), one school of Hasidic thought is

Scholar Leads His Black-Studies Department Out of Mediocrity

Continued From Preceding Page
part of a broader crusade. The field of black studies, he says, is simultaneously flourishing and facing continued attacks on its legitimacy. Much criticism has been directed at black-studies programs that pursue an Afrocentric curriculum. Mr. Gates is a critic of that school, and calls much of the recent scholarship on ancient Egypt "garbage."

"Those of us serious about Afro-American studies have to establish the field with the greatest integrity," he says. "We are presiding over the era of the permanent institutionalization of the field—or its failure."

"It's crunch time."

Ultimate Academic Entrepreneur

Skip Gates is, to many, the ultimate academic entrepreneur. After receiving a bachelor's degree in history from Yale University in 1973, he earned his doctorate in English from Cambridge University in 1979. His contacts stretch from the academy—both nationally and internationally—to the publishing world to the arts. He revels in overseeing large-scale literary projects. He is quoted with regularity in mainstream publications. And he travels the lecture circuit, speaking on campuses and at conferences, although he says he has cut back on his speech making in the past year at Harvard's request.

His admirers—and there are many—credit him with playing a key role in making Afro-American literature much more visible in academe and accessible to the general public.

"African-American studies and African-American literary studies are unimaginable in the United States without Skip Gates," says Houston A. Baker, director of the Center for the Study of Black Literature and Culture at the University of Pennsylvania and president of the Modern Language Association.

His high profile has also inspired some resentment, though. Mr. Gates's departures from Duke and Cornell miffed people on both campuses. Some accuse him of using the positions only as stepping stones to further his career. "Skipping Away

Again," read an editorial in a student newspaper at Duke. A recent editorial in a Cornell student newspaper said Mr. Gates was "clearly on a mission to Cambridge, via whatever school would give him the best deal."

More substantive criticism comes from some scholars in black studies, who say his reputation as "Black Studies' New Star," as he was called in a 1990 cover story in *The New York Times Magazine*, is media hype. Many Afrocentric scholars do not view what Mr. Gates does as "black studies." Other black-studies scholars believe he has played an important role in the development of the field but emphasize that he is not the only one. And some feel he enjoys the limelight a bit too much.

American society tends to latch on to one black person as the one to pay attention to, says Aldon D. Morris, a professor

of sociology at Northwestern University, who is black. "In many ways, Skip has been selected by the elite establishment to play that role," he says. "He's not to be blamed for being treated as if he's the only black academic in the world."

"Those of us serious about Afro-American studies have to establish the field with the greatest integrity. We are presiding over the era of the permanent institutionalization of the field—or its failure."

Some black feminist scholars are critical of Mr. Gates. One, Michele Wallace, an associate professor of English at City College of the City University of New York, says that mainstream news organizations often depict Mr. Gates as the "representative black feminist voice in literary criticism," and that he puts himself in that position. She points out that he edited a 1990 anthology called *Reading Black, Reading Feminist*. He may have good intentions, she says, but the effect has been to push the voices of lesser-known black female scholars into the background.

Ms. Wallace raised these issues in her book, *Invisibility Blues*, published in 1990 by Verso. In it, she described what she called Mr. Gates's "academic feminist

whether he has acquired too much influence. "It's the Booker T. Washington syndrome," says a professor of black literature. Another says: "To be critical of Henry Louis Gates in public would be like cutting your own throat. Everybody is always going to check with him in terms of tenure, in terms of any kind of grants. He is going to be the one the mainstream turns to for verification that a person of color knows what they're doing."

Sitting in his new office, Mr. Gates is asked about the analogy to Booker T. Washington. "I reject that comparison," he says. "It's a joke for me. When Booker T. was around, only one Negro controlled things. There's nobody like that now."

But he makes no apologies for his influence or for his work involving black women writers: "You can't be perceived as being successful in any field in this country without being resented to some extent."

In all of his projects, he says, he has sought to involve other scholars. For example, while he was senior editor of the multi-volume Schomburg Library of Nineteenth-Century Black Women Writers, published by Oxford University Press, other scholars, many of them women, edited the individual volumes.

'I Did Not Leave Duke for Money'

Mr. Gates says he welcomes debate and criticism about his work. He has less patience with personal attacks, and feels he was on the receiving end of a lot of that during his short stint at Duke.

While he considers himself a "liberal humanist"—very much in the political center—he says he was painted as a Marxist radical by conservatives at Duke. His salary was the subject of rumors, with many estimates placing it in the six-figure range.

"I would never say what my salary is," he says. "But I did not leave Duke for money. I was offered more in terms of total package to remain at Duke than I was to come to Harvard. My salary has always been exaggerated, and for racist reasons."

Wallace Jackson, a professor of English at Duke who will become chairman of its English Department this fall, calls Mr. Gates's departure "about as major a loss as we could have sustained."

But he doesn't think the resentment over Mr. Gates's rumored salary was racist. "When you come into Duke with all the

Personal & Professional

fanfare and all the money and all the perks," he says, "you evoke the same feeling on the part of many people as you would if you leapt into General Motors and passed over a number of people in terms of salaries and perks."

Mr. Gates says the main reason he left Duke was opportunity. He says his future at Duke became clear when university officials countered Harvard's offer. As Mr. Gates describes it: "They said, 'We want you to be part of building a strong center for black studies, but you cannot head the program. They said my presence on campus was far too controversial. When I read that, the whole thing was over.'"

In coming to Harvard, Mr. Gates brought along K. Anthony Appiah, a close friend who had moved with him from Cornell to Duke. Mr. Appiah's field is philosophy, but his appointment at Harvard is in Afro-American Studies. Mr. Appiah says that at both Duke and Cornell, he and Mr. Gates wanted to build a strong black-studies program and wouldn't have left had that goal been attainable. "At these other places," Mr. Appiah says, "we didn't hit the ground running. We had to struggle to deal with all sorts of local politics."

At Harvard, Mr. Appiah says, it's been different. "Every time we make a suggestion based on 10 years of thinking about it, you get constructive criticism, but then they say, 'Yeah, let's do it.'"

In the view of many at Harvard, the department's transformation under Mr. Gates and Mr. Appiah—while still in progress—has been extraordinary.

"All of the insecurity students felt about the department's future is out the window," says Tamara Duckworth, a black-studies major who graduated in the spring.

Some Student Concerns Remain

Students do still have some concerns. Ms. Duckworth says some black-studies majors want the department to be more Afrocentric. Mr. Gates, however, says that's not what his department is about. Students interested in studying ancient

Egypt should do so critically, he says, not simply to celebrate a mythic past. It's too soon to tell whether the debate over Afrocentrism will become a sore spot within the department.

If Mr. Gates is good for Harvard, many of his colleagues say Harvard is good for Mr. Gates. Darlene Clark Hine, a professor of history at Michigan State University, says being at Harvard "will center and ground him in many ways."

"The more situated you are, the greater opportunity you have to produce the kind of work you want," she adds.

Mr. Gates acknowledges that "moving is not conducive to the completion of projects." He has been a lead editor of the forthcoming *Norton Anthology of African-American Literature*, which was due out by now but is currently slated to be published in the next year or so. He is now working on a book called *Letters to My Daughters*, a memoir of sorts about what it was like to be a Negro in the 1950's and to be black in the 1960's, and what he imagines it will be like for his two daughters in the 21st century.

Mr. Gates says his work at Harvard is just beginning, and he has no plans to move anywhere else.

"Being able to channel my interest in institution building along these lines is very exciting to me," he says. "Because that will leave a legacy. A legacy that's much larger than any individual."

He adds: "What our field needs is more entrepreneurs, not less. We need more and more institution builders. We don't need to be embarrassed about that."

Personal & Professional

Harvard's English Department: Once Stagnant, Now 'Crackling' With Vitality

By SCOTT HELLER

Henry Louis Gates, Jr., is the latest in a series of impressive new faculty appointments by the once-stagnant English department at Harvard University.

In the last few years, the department has hired away professors from the University of Pennsylvania, the University of California at Berkeley, and Oberlin College. Now the nation's leading advocate of new historical approaches to Shakespeare and Renaissance literature may move to Harvard as well.

The turnaround has come in a department that had such a hard time hiring senior professors that then-President Derek Bok stepped in to push it along. In 1987 he took the unusual step of creating a committee of two Harvard professors and six prestigious literature scholars from other universities to recommend candidates for job openings.

The department of English and American literature and language (its formal name) is now younger and more in touch with new and interdisciplinary approaches to literature. Graduate students seem interested; this year some 600 people applied for 20 slots, double the number who applied to the department 10 years ago.

"This has become the single best place in America to study American literature," says Philip J. Fisher, the department chairman, who is generally more measured about praising the program he has headed since 1990.

"It's intellectually vital, crackling," says Stephen J. Greenblatt, professor of English at the University of California at Berkeley. He has had a chance to see the changes first hand: He was a member of the panel that encouraged new appointments. And he has been a visiting scholar for two semesters in the last three years.

Harvard wants him full time. Mr. Greenblatt, a pioneering "new historicist" literary critic, studies literature in the context of broad social and economic trends of the period in which it was written. He says he will decide in the next few years whether to move, based on family and professional concerns. Over that time, he will teach at Harvard for three more semesters.

'Unusual Projects'

Harvard made him an offer once before, which he turned down because the department seemed badly split. Now, he says, "people feel free to do unusual, non-traditional projects."

He would join a relatively small yet eclectic department whose faculty members take pride in the fact that they are not creating a "Harvard school" or single approach to literature. They describe the department as collegial, despite its recent history and the arrival of a cadre of new professors. Among the new appointments are:

■ Elaine Scarry, a scholar of 19th-century British novels who taught at the University of Pennsylvania. Her latest work argues that concepts of "consent" in medicine and law also can be compared to the trust between readers and writers of literature. She is also the author of *The Body in Pain: The Making and Unmaking of the World* (Oxford University Press, 1985).

■ D. A. Miller, who taught 19th-century British and French fiction at Berkeley. His other interests are gay studies and popular culture. In the fall he will teach a course on theories of mass culture, which will discuss advertising, tabloid journalism, and self-help books.

■ Lawrence Buell, an expert in 19th-



Philip J. Fisher, chairman of the department of English and American literature and language: "A department of this scale is not in the business of looking for a Dickensian or a Faulknerian."

century American literature, who taught at Oberlin College. He is interested in the relationship between literature and the environment.

■ Leo Damrosch, formerly of the University of Maryland at College Park. He teaches courses on British writers from 1660 to 1740, and has written books about Hume, Johnson, and Blake.

Another recent addition is Barbara E. Johnson, a leading deconstructionist who moved over from the Romance-languages department.

Starting in the fall, Marc Shell will be a member of both the English and comparative-literature departments. A MacArthur fellow and author of the forthcoming *Children of the Earth: Literature, Politics, and Nationalism* (Oxford University Press), he taught at the University of Massachusetts at Amherst.

Mr. Fisher says the department had succeeded in bringing on board faculty members with "ambitious, synthetic, and interdisciplinary projects" rather than specialists in a single author or genre. "A department of this scale is not in the business of looking for a Dickensian or a Faulknerian," he says. Nor would it hire a professor whose expertise is in a theorist like Jacques Lacan, he adds.

Factions Could Not Agree

In the mid-1980's, things didn't look as bright for the department, which had continuing difficulty getting its senior faculty appointments approved by Harvard's administration.

"There was general demoralization in the department," says Richard Poirier, professor of English at Rutgers University and editor of the journal *Raritan*. Various factions in the department couldn't agree on new appointments and would often settle on weaker, compromise candidates who would be turned down at the college-wide level, Mr. Poirier says. Each faculty appointment at Harvard must be reviewed by an *ad hoc* panel of professors

from outside the discipline and the university.

Mr. Poirier was asked by President Bok to head a standing panel to help the department identify better candidates. For three years, the panel generated names for the department, which then took a vote on who would be offered jobs. The appointments of Mr. Gates, Ms. Scarry, Mr. Buell, Mr. Miller, and Mr. Damrosch, and the offer to Mr. Greenblatt, were the result. The outside panel finished its work last year.

Walter Jackson Bate, a traditionalist literary scholar and now an emeritus professor of English, says the department's own candidates deserved to be hired, despite the evaluations of *ad hoc* panels he describes as consistently "hostile."

Mr. Bate grudgingly approves of the new professors in the department, which he concedes is now more stable and amicable than many others. But he questions whether their work will stand the test of time.

"The profession has been having a general nervous breakdown in the last 10 years," he says.

Mr. Poirier counters: "There isn't one of these people who couldn't be criticized from one angle or another. But they were just the kind needed at Harvard."

Mr. Poirier denies that the appointments are faddish or represent a loss of standards, though he says several of the scholars do work at the "frontiers of the discipline."

"I don't think there was any capitulation to being newfangled," he adds. "The department has no conspicuous population of Marxists or deconstructionists."

Helen Vendler, a Harvard English professor since 1981, says the new faculty members represent an excellent blend of old and new scholarship. They are traditionally trained, yet interested in new political and social approaches to literature, she says. "I see these as people who don't have one string to their bow."

Revitalizing the department went

smoothly because the faculty voted as a whole on new appointments, Ms. Vendler says. "Nobody felt ignored, nobody felt left out, nobody felt disapproving," she says. "A very strong spirit of common enterprise was restored."

Ms. Scarry adds: "The older faculty and the new faculty seem to be working very well. There's no sense that we're paddling the Queen Mary out into a new river."

Questions About Tenure

The department's new assistant professors reflect an increasing interest in the ties between literature, economics, law, and philosophy. Meredith L. McGill, who will begin teaching at Harvard in the fall, studies how changes in copyright law affected attitudes about literary property during the time of Edgar Allan Poe.

Whether its assistant professors get tenure is another matter. Harvard has rarely given tenure to its own faculty members, part of what has made the climate in the English department tense. Senior faculty members say they hope that unwritten rule may change.

The department is moving ahead with changes in its graduate program. It will relax requirements that doctoral students take courses in various periods, but will still test them on their coverage of canonical writings. A requirement that students know an ancient language has been modified.

The joint appointment of Mr. Gates to English and Afro-American studies, meanwhile, is likely to have a ripple effect. The department has begun a series of visiting appointments in ethnic studies. Last year, King-Kok Cheung of the University of California at Los Angeles taught for a semester.

Another addition to the English department has yet to teach his first class. From 1964 to 1968, Neil L. Rudenstine was a member of the department. He was reappointed last year—with tenure—when he became Harvard's 26th president.

Henry Louis (Skip) Gates, Jr.

Chairman of Harvard University's Afro-American Studies Department and director of the W.E.B. DuBois Institute for Afro-American Research.

Education: B.A. in history, Yale University, 1973; doctorate in English, Cambridge University, 1979. First book to receive a doctorate in English from Cambridge.

Professional Career: Correspondent for Time magazine's London Bureau, 1973 to 1978; lecturer, assistant professor, and associate professor, Yale University, 1979 to 1986; full professor at Cornell University, 1986 to 1990; full professor at Duke University, 1990-91; joined Harvard faculty in the summer of 1991. Awarded an endowed chair at Cornell, Duke, and Harvard.

Scholarly Work: Wrote the introduction and notes for *Out of the Past*, a collection of essays by Henry James. Edited the *Cambridge Companion to Henry James*. Edited the *Cambridge Companion to Toni Morrison*. Edited the *Cambridge Companion to Zora Neale Hurston*. Edited the *Cambridge Companion to Langston Hughes*. Edited the *Cambridge Companion to Lorraine Hansberry*. Edited the *Cambridge Companion to James Baldwin*. Edited the *Cambridge Companion to Richard Wright*. Edited the *Cambridge Companion to Ralph Ellison*. Edited the *Cambridge Companion to Ernest Hemingway*. Edited the *Cambridge Companion to F. Scott Fitzgerald*. Edited the *Cambridge Companion to William Faulkner*. Edited the *Cambridge Companion to Mark Twain*. Edited the *Cambridge Companion to Herman Melville*. Edited the *Cambridge Companion to Nathaniel Hawthorne*. Edited the *Cambridge Companion to Edgar Allan Poe*. Edited the *Cambridge Companion to Walt Whitman*. 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On
Line

The traditional role of libraries as democratic institutions is in danger of being destroyed by new technologies, according to John Buschman, the librarian at Rider College.

In the past, libraries purchased books and made them available at no charge, allowing patrons to educate themselves regardless of their ability to pay. Mr. Buschman said at the annual meeting of the American Library Association in San Francisco last month. Today, many libraries provide on-line data bases but require patrons to pay fees for the service.

Mr. Buschman urged libraries not to operate like businesses. "This process means we are giving up on our historic mission of service, collective social memory, and relationship with print," he said.

If libraries put themselves on a business footing, Mr. Buschman warned, "we will become just another competitor in the information marketplace."

David Brunell, director of the Bibliographical Center for Research in Denver, told librarians at the meeting that they shouldn't rely on using the Internet because access will not always be free.

Many libraries are using the Internet, a "network of computer networks," now to facilitate services, such as interlibrary loans. "From this limited perspective, it looks promising if you assume it's free," Mr. Brunell said.

However, he reminded the audience, the federal government is subsidizing the Internet, and colleges and universities are subsidizing libraries from the cost. At some point, he warned, those subsidies will probably end.

If it has relied for an essential service on a network that was once free, a library will see its costs skyrocket when the subsidy ends. "Information is not free, and access to information is not free," he said.

Librarians must persuade academic administrators to invest in computers, networks, and other new technologies, Ronald F. Dow, assistant dean of libraries, planning, and administrative services at Pennsylvania State University, said at the meeting.

Mr. Dow acknowledged, however, that in times of tight budgets it might be difficult to get more money for libraries, particularly when the additional support will not necessarily lead to cost reductions. "The new tools really don't replace anything, because we still need to buy books," he said.

Librarians will have to encourage administrators to view the library as something other than an appendage. "You can't let the library get buried in the organization," he said. Otherwise, it will be impossible to provide additional services in the future, when computerized access to information will be critical.

Information Technology

Dramatic Breakthroughs for Deaf Students

New technologies offer greater participation

By David L. Wilson

ROCHESTER, N.Y. FOR DECADES, deaf students have struggled to overcome the isolation they have felt during lectures and class discussions. Now, relatively inexpensive but extremely powerful desktop computers are making it possible for the deaf to participate more fully in higher education.

Some of the most dramatic breakthroughs in the use of technology have come in speech-to-text translations, using computers. At the National Technical Institute for the Deaf here, a team of researchers is working on an inexpensive system that transcribes a professor's lecture and projects the words on a classroom wall as they are spoken. The institute for the deaf, one of eight colleges at the Rochester Institute of Technology, was created by Congress. It is financed largely by the U.S. Education Department.

Educators from 44 colleges came to the institute recently for the National Symposium on Educational Applications of Technology for Deaf Students and reported that computers were being used at colleges and universities to:

- Let deaf students and hearing students participate as equals in classroom lectures and discussions. Using computers equipped with modems, professors and their students exchange information in and



E. Ross Stuckless: "Members of the deaf community see that new technologies will soon change the way they live."

translation as it is called. It is particularly helpful to deaf students because it allows them to follow a lecture and to ask questions in class.

Janette B. Henderson, a senior research associate, said the institute for the deaf was developing a transcription system that uses an inexpensive laptop computer. The system, called C-print, was tested in a class at the institute last year as part of a pilot study. It uses two off-the-shelf software packages, one a standard word-pro-

cessing program and the other a computer shorthand system.

The C-print operator must listen to the lecture and type into the computer special codes that represent words. The computer translates the codes into words and displays them on a special screen that sits atop an overhead projector. Deaf students in classes where C-print is used can get a paper printout of the transcript, so they need not take their eyes off the display to make notes.

The transcriber types on a standard computer keyboard. The system lets the operator produce more words than if each word were typed fully and gives even a mediocre typist the ability to keep up with a lecturer.

The shorthand program contains phonetically based abbreviations developed at the institute for the deaf. Thousands of words are stored in the computer. The system works using about 40 universal rules, so operators need not memorize the codes for the thousands of words that are available. The letter K, for example, is always

used for the K sound. If the operator keys in "krms," the word "Christmas" will be displayed for observers. The code letters "ncev" are instantly translated as "achieve," while the letters "acevm" are translated as "achievement."

Much of the equipment needed for such a system is already available at many colleges and universities, but all the hardware and software could be acquired for about \$3,000.

Similar systems have been in use for more than a decade, but all are more expensive because they require the use of trained stenographers. The C-print system uses specially trained typists who are paid much less than stenographers.

The institute for the deaf experimented with a speech-to-text system using stenographers from 1981 to 1988, said Michael S. Stinson, a research associate with the institute's educational research and development department. Studies indicated that students achieved a higher rate of understanding of lecture material when the system was used than when they relied completely on sign interpreters. Students also preferred the transcription system over the use of note takers, possibly because of the detail offered by the verbatim printout, Mr. Stinson said.

Help From Work-Study Students

The C-print system holds promise because unlike stenographers, who must spend years studying their craft, an average typist can learn the 40 codes used by C-print in just a few months, said Barbara G. McKee, who chairs the educational research and development department at the institute for the deaf. Ideally, she says, hearing students who receive work-study money can learn the system and then act as translators in classes with hearing-impaired students.

The team developing C-print hopes to transcribe speech delivered at 150 words a minute with an accuracy rate of 95 per cent. If members decide that this goal is unrealistic, they will explore use of the system as a way of providing extensive notes, as opposed to a verbatim transcript. But note taking may be even more time-

consuming for the operator than transcription, said Ms. McKee, because the operator must actually think about how to edit or rephrase spoken words.

Eventually, Mr. Stuckless said, speech-to-text systems will be developed that do not require an operator at all. Computer systems already exist that, after considerable training, can recognize the speech of an operator who pauses briefly between words. The computer can then transform the spoken words into words on the computer screen. Within the next 10 years, he said, the deaf will probably carry around computers that will "understand" speech from a stranger and instantly translate it into text they can read.

"When automatic speech recognition arrives," he said, "it's going to change the lives of a lot of deaf people."

As Janette B. Henderson, a research associate, gives a lecture, her words are projected onto a screen. She is also signing as she speaks.



CHAS HILDEBRATH FOR THE CHRONICLE

A Blind Professor Discovers Computers, and His Life Is Changed Profoundly

By David L. Wilson



Norman A. Coombs, with one of his sculptures: "The computer is one of the most liberating and empowering technologies to come along in a long time for people with a variety of handicaps."

NORMAN A. COOMBS is a man with a mission. He has just turned 60, an age when most people are starting to plan for their retirement, but Mr. Coombs says he is working harder and more productively than ever before.

The history professor at the Rochester Institute of Technology has been energized by his discovery of the use of the computer as a teaching tool.

Mr. Coombs, who is blind, says: "The computer is one of the most liberating and empowering technologies to come along in a long time for people with a variety of handicaps."

Six years ago, Mr. Coombs says, he first examined a desktop computer, "basically just to shut up a friend of mine."

"He kept telling me how great computers were, and I wasn't interested."

But Mr. Coombs soon discovered that a computer equipped with a speech synthesizer could actually speak each word on the computer screen. Soon, he says, he was requiring his students to submit papers to him in electronic form. His life, he says, was completely altered at that point. Until he started using the computer, he was forced to rely on other people to read things to him.

"Before I got a computer, I didn't really think about how dependent I was on other people," says Mr. Coombs, whose specialty is black history. "But I must have been conscious of it on a certain level, because there were these sudden emotions when I started doing things on my own."

Just the memory of those emotions seems to trigger deep feelings in Mr. Coombs, normally a man who laughs and tells jokes frequently. Now, he dabs at his eyes.

Dependent on Others

He earned his doctorate in history from the University of Wisconsin in 1961, relying entirely on people who were paid 55 cents an hour by the state to read textbooks and other printed material aloud. For the next three decades, he depended on family members, friends, and paid readers to communicate printed information to him.

"Either you're paying someone, or it's a

friend who wants to be helpful, or it's somebody who feels like they can't say No," he says. "You always feel like you're bothering somebody else, imposing on people, and so you try to do it when it's not too inconvenient for the other person."

With the computer, he says, "I can suddenly do things when I want to do them. Nobody else has to be involved." Using a scanning device, he can load the computer

or changed his life in fundamental ways, it still took him some time to realize that disabled students could benefit from its use in classes.

He began using the computer in some continuing-education courses to replace classroom discussions. The classes had no meeting times, and students communicated with each other and Mr. Coombs by exchanging computer messages.

"Then a deaf student enrolled in one of

Coombs says. "Students confessed their prejudices and asked other students for forgiveness. Sometimes I was almost frightened at how honest the students were in this medium. I saw things I had never seen in my previous three decades of teaching."

Last fall Mr. Coombs taught a course in black history that enrolled students at Rochester and at Gallaudet University, an institution for the deaf hundreds of miles to the south, in Washington. All classroom discussions took place over computers linked through the Internet. Many of the students in the class were deaf.

Preaching the Gospel

Now Mr. Coombs spends a great deal of his time traveling around the world, preaching the gospel of computer-assisted teaching to audiences that hang on his every word.

In 1990 he was named New York State Teacher of the Year by the Council for Advancement and Support of Education, an award he credits in large part to the change in his life that was wrought by the computer.

"A buddy of mine said to me six months ago, 'You're a different person than you were six years ago,' before I got the computer," Mr. Coombs says. "I've got much more poise and self-confidence, even though I was in my late 50's and had been teaching for some 30 years and was fairly comfortable and confident in the classroom."

Mr. Coombs has been a long-time sculptor, but his new passion for computer-assisted communication and more frequent travels have limited the time he spends on that avocation.

"Suddenly there's this whole new world that I can seize," he says, "and I guess part of what I'm interested in doing is trying to show other handicapped people and non-handicapped people what a person can do in spite of a handicap."

He adds: "It makes me wish I were 30 years younger, when I think of all the opportunities that are starting to unfold."

Student Confessions

Mr. Coombs discovered that class discussions on computers were also different for students who had no disabilities. "Race, gender, appearance, all the things that influence your evaluation of what someone is saying don't exist in computer-assisted communication," he says.

Students were sharing intimacies on line that they would never announce in class, he says. "One woman told us that she was on welfare. I can't imagine standing up in front of your peers and saying that," Mr.

When the library catalog went on line, he searched for the citation of his own book.

When the speech synthesizer intoned, "Coombs, Norman, Black Experience in America," he thought, "My God, I'm a real author."

with any printed material and hear it read aloud.

With a modem, Mr. Coombs can tap into the vast resources of the Internet, a network of computer networks. He can read some newspapers on the day they come out now. "The Braille edition of *The New York Times*," he says, "comes more than a week after the printed version." Mr. Coombs says he is particularly fond of the news briefs that he can read in *USA Today*.

He keeps accumulating new powers. "Two years ago, I used an encyclopedia on my own for the first time in my life," he says. When the campus library recently put its card catalog on line, he immediately searched for the citation of his own book. When the speech synthesizer mechanically intoned, "Coombs, Norman, *Black Experience in America*," Mr. Coombs says, his first thought was, "My God, I'm a real author."

Shaking his head, Mr. Coombs says, "I mean I knew I was an author, but being able to go into the library yourself and look up your own book—it's something people take for granted. For me it was extraordinary."

Mr. Coombs says that while the comput-

TECHNOLOGY UPDATE

■ Data base will focus on materials from Roosevelt's WPA

■ 2-year college district aims to cut high-school dropout rate

■ 11 colleges with Hispanic enrollments form satellite network

A faculty member at George Mason University is developing a prototype for a computer library of cultural materials created under President Roosevelt's Works Progress Administration.

To develop the interactive multimedia collection, John O'Connor, an associate professor of English, has been scanning archival images into a Next computer and entering text from the WPA's writing and theater projects.

At present, says Mr. O'Connor, the prototype includes two dozen plays, some oral histories, and images of 100 photographs and 160 art works, including murals, posters, and sculptures. The collection should be useful in American literature and cultural-studies courses, he says.

"I want to look across New Deal or government-sponsored art materials for themes—attitudes toward work, country, history, and people," he says. "The best way to do that is to put as much material as possible into a computer data base and access it with key-word searching."

Mr. O'Connor plans to test the prototype this fall with freshmen enrolled in "Computers in Contemporary Society."

"That will be a good test because the students won't know the subject matter," he says. "I can see where they get lost and confused."

Once he decides on a final design, Mr. O'Connor wants to put more materials into the data base. "I will add to it for the rest of my life," he says.

For more information, contact Mr. O'Connor, Department of English, George Mason University, Fairfax, Va. 22030; (703) 993-1172; JOCONNOR@GMU.VAX.GMU.EDU. —BEVERLY T. WATKINS

The Maricopa County Community College District has developed a program, called *Achieving a College Education*, that is designed to reduce the dropout rate among inner-city high-school students in the Phoenix metropolitan area.

The program, used by two of the colleges in the district, employs the Student Monitoring and Alert System, or SMASIT—software that tracks students and grades from public schools and postsecondary institutions. The program keeps tabs on students who move around a great deal, says Ronald D. Bleed, vice-chancellor for information technologies.

"SMASIT alerts people to problems that are occurring with students," he says. "When attendance and grade problems begin to appear, we can attempt some sort of intervention."

More than 95 per cent of students in the achievement program complete high school, and a substantial number continue their education, says Mr. Bleed.

For more information, contact Mr. Bleed, Maricopa County Community College District Office, 2411 West 14th Street, Tempe, Ariz. 85281; (602) 731-8104.

—DAVID L. WILSON

Eleven colleges and universities with substantial Hispanic enrollments have created a consortium to set up an educational satellite network linking their

campuses. The nationwide network will use existing satellite channels.

Consortium members expect to share both credit and non-credit courses and hold teleconferences on the network. They plan to send instructional materials to a central production facility for broadcast via satellite to other member institutions.

By pooling their resources, the institutions hope to offset the prob-

lems of shrinking budgets and limited numbers of faculty members, says Miriam Cruz, president of the Equity Research Corporation, a non-profit educational consulting firm that works with Hispanic institutions.

The new consortium includes the Heritage College, Hostos Community College of the City University of New York, Laredo State University, Mississippi University for Women, New Mexico Highlands University, Seon Hall University, South Mountain Community College, the University of New Mexico, the University of Texas at Brownsville, the University of Texas-Pan American, and the Ana G. Mendez University System of Puerto Rico.

For more information, contact

Ms. Cruz, Equity Research Corporation, Five Thomas Circle, N.W., Washington 20005; (202) 387-3331.

—KRISTIN LIEB

Briefly Noted

■ Beginning this fall, Southern Methodist University will offer a dual program leading to a bachelor-of-science degree in computer science and a bachelor-of-arts degree in music.

■ *Human-Machine Interactive Systems*, essays on computing and communication, edited by Allen Klinger, a professor of computer science at the University of California at Los Angeles, is available for \$79.50 from Plenum Publishing Corporation, 233 Spring Street, New York 10013; (800) 221-9369.

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The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Engineering. "PC/NASTRAN," for IBM PC and compatibles. Lets engineering students perform matrix abstraction and finite-element analysis; creates and solves algorithms in matrix form and solves linear-static and normal-modes problems; \$895. Contact: **Thoroughbred Software**, Box 6868, Louisville, Ky. 40206; (502) 895-7228.

Mathematics. "IQ Plus, Volume 1," for Apple Macintosh. Graphics program helps teach spatial visualization and geometric reasoning; shows students how objects fold and unfold, beginning with a four-sided tetrahedron and progressing to a 20-sided icosahedron; \$42; quantity discounts available. Contact: **Intelligence**, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Medicine. "Medical Abbreviations," for Apple Macintosh. Helps students learn medical abbreviations and use them for charts and prescriptions; lets instructors add their own abbreviations; \$30. Contact: **Charlot Software Group**, 3659 India Street, San Diego, Cal. 92103; (800) 800-4540 or (619) 298-0202.

Psychology. "The Meaning of..." for Apple Macintosh. Helps beginning students learn psychological terms and definitions; tutor section lets students select words from a list and read the definitions; game section lets them match words and definitions; users can add words and definitions in other fields; \$35. Contact: **Charlot Software Group**, 3659 India Street, San Diego, Cal. 92103; (800) 800-4540 or (619) 298-0202.

Records management. "Eps Records Management System" for Apple Macintosh. Requires "HyperCard." Tracks and maintains files and other documentary information in a systematic manner; lets users view information in multiple windows; \$149; quantity discounts available. Contact: **Intelligence**, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Social sciences. "In Sight 2-In Color," for Apple Macintosh. Interactive program gives students hands-on experience with experimental design, data-collection procedures, and statistical concepts and analyses in the fields of perception and vision; includes animated demonstrations; \$49; quantity discounts available. Contact: **Intelligence**, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Spanish. "A Practical Spanish," for Apple Macintosh. Requires "HyperCard." Self-paced drill-and-practice program helps students master Spanish grammar, vocabulary, and usage; includes regular verbs in the present tense and drills and reading in the present subjunctive; \$39.95. Contact: **Charlot Soft-**

ware Group, 3659 India Street, San Diego, Cal. 92103; (800) 800-4540 or (619) 298-0202.

Testing. "Cliff's StudyWare Test Preparation Series," for Apple Macintosh and IBM PC and compatibles. Seven self-paced programs help students study for standardized tests; includes American College Test, California Basic Educational Skills Test, Graduate Management Admission Test, Graduate Record Examinations, Law School Admission Test, National Teacher Examinations, and Scholastic Aptitude Test; \$49 each. Contact: **Moonbeam Publications**, 18530 Mack Avenue, Grosse Pointe, Mich. 48236; (800) 445-2391 or (313) 884-5255.

Testing. "Cliff's StudyWare Academic Course Review Series," for Apple Macintosh and IBM PC and compatibles. Six interactive programs help students review basic materials in biology, calculus, chemistry, economics, physics, and statistics; \$49 each. Contact: **Moonbeam Publications**, 18530 Mack Avenue, Grosse Pointe, Mich. 48236; (800) 445-2391 or (313) 884-5255.

Utilities. "WindowScript," for Apple Macintosh. Lets users design interfaces for "HyperCard" stacks that include modal dialog boxes, modalless windows, movable modal dialogs, floating palettes, scrolling lists, text fields with mixed fonts and styles, icons, color pictures, radio buttons, and more; \$152. Contact: **Heizer Software**, Box 232019, Pleasant Hill, Cal. 94523; (800) 888-7667 or (510) 943-7667.

Utilities. "MasterScript," for Apple Macintosh. Script editor and debugger for "HyperCard"; includes an external monitor for SCMD callbacks and events, GREP searching, user-definable word boundaries, case-sensitive and wrap-around searchers, and more; \$132. Contact: **Heizer Software**, Box 232019, Pleasant Hill, Cal. 94523; (800) 888-7667 or (510) 943-7667.

OPTIONAL DISKS

Economic data bases. "PEMO Discovery U.S. Economic Data Disc," for CD-ROM players used with Apple Macintosh. Requires "HyperCard." Contains economic data from the Department of Commerce's Regional Economic Information System from 1969-1989 for all 50 states, 3,125 counties, 338 metropolitan areas, and 183 special economic areas; includes information about personal income, industry earnings, full- and part-time employees, farm income and expenses, transfer of payments, and more; \$144. Contact: **Intelligence**, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Environmental data bases. "PEMO Discovery Environmental Data Disc," for CD-ROM players used with Apple Macintosh. Requires "HyperCard." Contains general environmental data from *World Resources 1990-91*. U.S. temperature and precipitation data for 825 weather stations from 1918-1987, worldwide food and agricultural data, worldwide demographic data, atmospheric ozone data for 106 stations from 1965-1989, and more; \$144. Contact: **Intelligence**, Department GAO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

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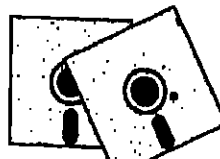
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Government & Politics



Rickey Hill of South Carolina State: Black colleges have allowed an "acceptable level of mediocrity" to exist.

Public Black Colleges Face New Pressures

Court decision on desegregation hits institutions already beset by problems

By Scott Juschik and Joye Mercer



The Rev. Louis H. Coleman, a civil-rights activist in Kentucky: "There is a move afoot by the political factions in states where you have black colleges to phase them out."

THE SUPREME COURT'S DECISION on desegregation came at an unsettling time for public black colleges.

Many of the colleges are embroiled in controversies. In some states, proposals by government officials have angered black-college leaders. In others, black colleges have been caught up in scandals that have tarnished their images and hurt their already fragile bases of political support.

Some advocates of black colleges fear that those circumstances weaken black colleges at the very time that the Supreme Court decision has placed new pressures on them. The Court, which ruled that Mississippi's public colleges are illegally seg-

regated, suggested that some states should consider merging nearby historically black and predominantly white institutions.

Some Are Thriving

Some public black colleges are thriving. Many educators cite Fayetteville State, Florida A&M, and North Carolina A&T Universities as examples of institutions that are attracting better students and providing them with a solid education.

But many other institutions have been facing difficulties in the last two years:

■ At Alabama A&M University, Carl Marbury resigned the presidency in 1991 after a controversial three-year tenure

marked by allegations that he had given jobs for sex, fired employees arbitrarily, and attempted to bribe legislators—charges he denied.

■ At Cheyney University, the prospective president, Valerie Swain Cade, last month declined the position when the Pennsylvania State System of Higher Education balked at her request to eliminate the university's multimillion-dollar deficit. Ms. Cade, who had been serving as interim president, came to the post after several years of faculty criticism that the institution was being mismanaged.

■ At Coppin State College and Morgan

Continued on Following Page

Already Beset by Problems, Black Colleges Face New Pressures

Continued From Preceding Page
State University, students and faculty members are angry over a study by a Maryland panel of a possible merger of the two institutions. Morgan State officials are also angry over plans to expand engineering programs at nearby predominantly white institutions—a move that could discourage white students from enrolling at Morgan.

■ At Kentucky State University, students staged building takeovers in October to protest the possibility—denied by state officials—that the institution would be turned into a community college or lose its mission as a black institution. The president, who had been supported by the students, resigned shortly after the protests.

■ At North Carolina Central University, the chancellor announced his resignation in September after allegations of mismanagement of funds for athletics. And a state audit released last month questioned the management of research funds.

■ At South Carolina State University, Albert E. Smith left the presidency in January after allegations that he had violated NCAA rules by reimbursing the parents of a basketball player for travel expenses and had allowed the football coach's wife, who works in the admissions office, to be involved in enrolling athletes. Additionally, some legislators have been pressing for a management audit of the university be-

cause of gaps in the institution's financial records.

■ At Southern University, a former president who sued the university's Board of Supervisors for firing him in 1988 "in bad faith" won a \$240,000 judgment against the institution in January 1991. The former president said the supervisors wanted him to show favoritism to their friends and relatives in hiring.

■ At the University of Arkansas at Pine Bluff, allegations of mismanagement and wrongdoing—including building athletics dormitories with money appropriated by the state for emergencies—led to the downfall of a former chancellor, Charles A. Walker, who resigned in June 1991.

■ At Virginia State University, many employees have reported being called to appear before a state grand jury for an investigation of alleged financial improprieties at the institution. University officials deny wrongdoing.

White Political Leaders Blamed

Higher-education officials and advocates for black colleges don't have any easy answers for why so many public black colleges are having problems. Some blame white political leaders. Says Rev. Louis H. Coleman, a civil-rights activist in Kentucky who is also the part-time football coach at Kentucky State: "All of these controversies are by design to dilute the

African-American leadership. There is a move afoot by the political factions in states where you have black colleges to phase them out."

Many black-college advocates say allegations of mismanagement that are frequently highlighted at their institutions are

"We don't have any interest

In denying access to any group of people, but the founding mission was to provide educational opportunities to black people."

just as regularly overlooked at predominantly white institutions.

"Those kinds of allegations are red herrings and could be misused by state officials who don't have the colleges' best interest at heart," says Donald Watkins, a lawyer who has represented Alabama's public black colleges in a desegregation case. Often, he says, what is labeled mismanagement at a black college is an attempt by cash-strapped administrators to "engage in creative approaches to resource allocation."

Percy Pierre, president of Prairie View

Government & Politics

A&M University from 1983 to 1989, now vice-president at Michigan State University for research and graduate studies, says that the proved charges against administrators are "far fewer" than the alleged ones. A special prosecutor's report accused him of "reckless conduct" with Prairie View money, an allegation that was not substantiated by state auditors.

'You Fix the Problem'

He adds that problems at predominantly white institutions don't lead to threats of closures as they do at black colleges. "If you have a scandal at LSU, you don't close it. You fix the problem," he says.

Some state officials say, however, that black and white institutions are not treated differently when scandals occur. C. D. Spangler, president of the 16-campus University of North Carolina System, says that while North Carolina Central is the focus of controversy now over management problems, the predominantly white North Carolina State was in the hot seat two years ago over athletics scandals.

In both cases, he says, "the problem has nothing to do with race."

Aside from scandals, many of the controversies involving black colleges relate to state ambitions for predominantly white institutions located in their vicinity. Black-college officials say that efforts in Maryland to improve engineering programs at the University of Maryland-Baltimore County will hurt Morgan State and that a proposal in Georgia to change Macon Col-



Opinion: The bugs in computer science B3



End Paper: Confessions of a bufofile B36

Mélange
B2

Letters
to the Editor
B4-6

Bulletin Board
B7-35

WASHINGTON UPDATE

- Gore, Clinton's V.P. choice, a strong supporter of science
- Reauthorization of Higher Education Act sent to Bush
- Senate approves 8 nominees to humanities council
- House passes tax provisions of importance to colleges
- America 2000's grants to colleges aim to help schools

Sen. Al Gore, whom Gov. Bill Clinton selected last week as his running mate on the Democratic Presidential ticket, has been known in Congress as a strong supporter of science and technology.

Mr. Gore, who was first elected to the Senate from Tennessee in 1984, is chairman of the Subcommittee on Science, Technology, and Space. He also sits on the Subcommittee on Defense Industry and Technology.

In those positions, Senator Gore has pushed for larger budgets for federal agencies that support research. He was also the lead Senate sponsor of legislation to authorize the National Research and Education Network, a computer network that will link libraries, colleges, and businesses and allow for the easy exchange of information at extremely high speeds.

Senator Gore, like Governor Clinton, has also supported the idea of an "industrial policy" under which the government would support research in fields that are of importance to various industries.

Mr. Gore has also proposed that some of the money now spent on military research be shifted to environmental research. He is considered to be one of the most knowledgeable Senators on environmental research.

Mr. Gore received a bachelor's degree from Harvard University, studied theology and law at Vanderbilt University, but did not get a graduate degree.

—SCOTT JASCHIK

The House of Representatives last week voted 419 to 7 to approve final legislation to reauthorize the Higher Education Act.

The action sent the bill to the White House, where President Bush is expected to sign it. The Senate unanimously approved the bill earlier this month.

The legislation would govern Pell Grants, student loans, and other higher-education programs for five years. The current legislation expires on September 30.

Republican and Democratic lawmakers congratulated each other on ending the 17-month reauthorization process by bringing the legislation to the House floor with bipartisan support.

Rep. William D. Ford, the Michigan Democrat who heads the House Education and Labor Committee, said the bill illustrated that the two parties could still work together when they are committed to getting something done.

Mr. Ford, citing a statement from Education Secretary Lamar Alexander last month that advised the President to veto the bill, thanked Republican lawmakers for going directly to Mr. Bush to win his support. "We can work with the President when we can get to him," Mr. Ford said.

—THOMAS J. DELOUGHRY

The Senate has confirmed eight nominees to the National Council on the Humanities, the advisory board to the National Endowment for the Humanities.

The scholars, who were nominated by the White House in late March, include: Paul A. Cantor, professor of English at the University of Virgin-

ia; Bruce Cole, professor of fine arts at Indiana University; Joseph H. Hagan, president of Assumption College; Theodore S. Hamerow, professor emeritus of history at the University of Wisconsin at Madison; Alicia Juarrero, professor of philosophy at Prince George's Community College; Alan C. Kors, professor of history at the University of Pennsylvania; Condoleezza Rice, associate professor of political science at the Center for International Security and Arms Control at Stanford University; and John R. Searle, professor of philosophy at the University of California at Berkeley.

A group of liberal scholars, Teachers for a Democratic Culture, had opposed the nominations, contending that the Administration was trying to pack the advisory board with conservatives.

—STEPHEN BURD

The House of Representatives has passed a bill to extend for 18 months three tax breaks of importance to colleges.

The breaks all expired on July 1. The provisions would allow workers to receive up to \$5,250 in employer-provided educational assistance without paying income tax on the funds, allow wealthy donors to gain the complete tax advantages of making gifts of appreciated property, and give businesses a tax

credit for increased spending on research.

The Senate Finance Committee has approved legislation with similar provisions, but it is unclear whether the measures will become law because of differences between the House and Senate bills on how to pay for the tax breaks and for various spending provisions in the bills.

—S.I.

The New American Schools Development Corporation, an arm of President Bush's America 2000 school-reform effort, last week announced 11 grants to design teams selected to devise methods to better the education of American students.

Nine of the teams included at least one college. NASDC, a non-profit organization, made its selections from a pool of 686 proposals.

The 11 design teams will work to establish prototypes for "world class" schools, develop pilot schools based on their models, and test and refine them until proved effective and replicable. The teams must operate with a budget comparable to those of conventional schools. NASDC has raised \$50-million toward its \$200-million goal for supporting the project.

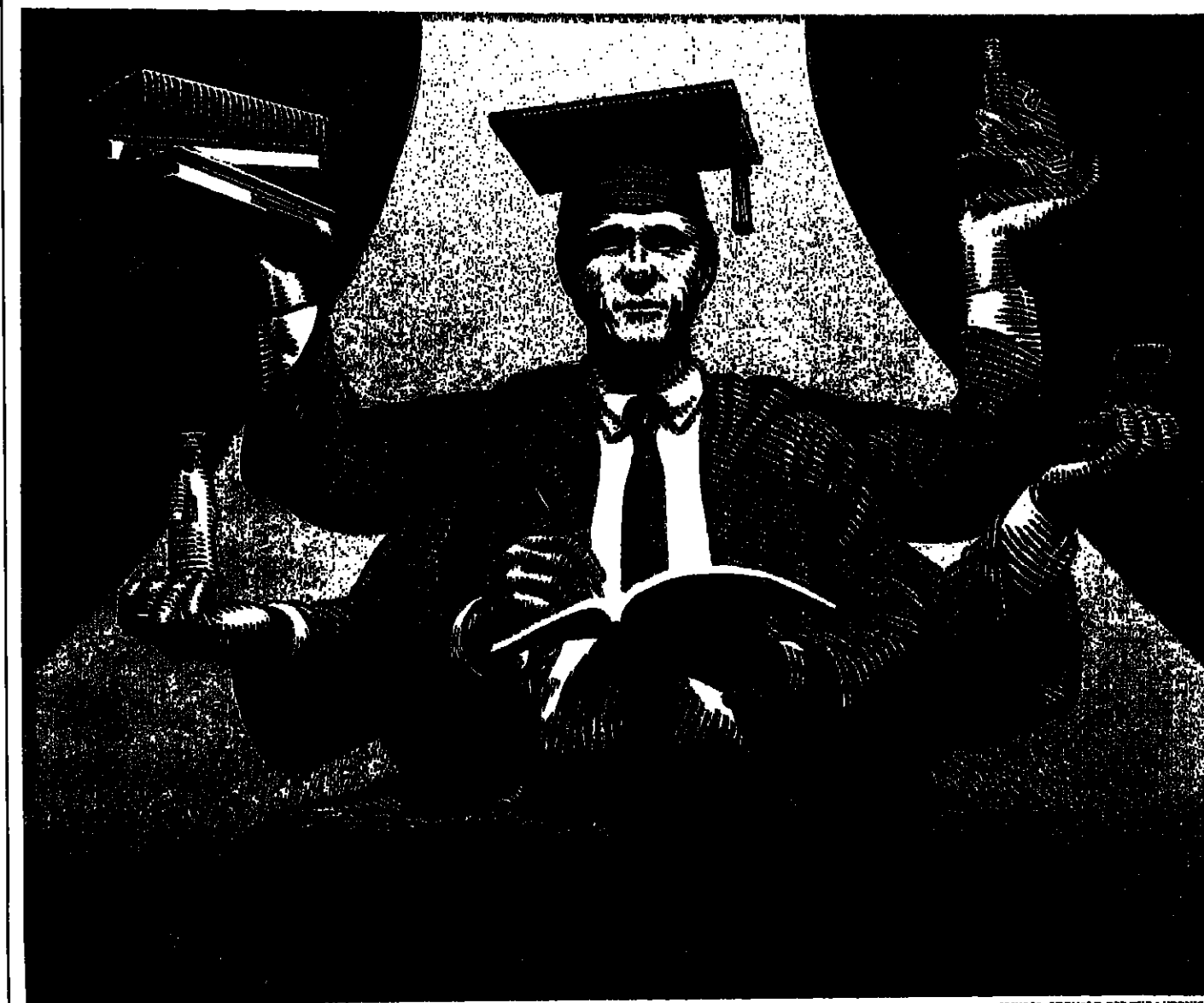
The Johns Hopkins University will participate in one of the design teams, for an elementary school to be called "Roots and Wings." The design team will use cooperative learning, peer tutoring, and a curriculum that emphasizes linking subject matter to real life problems.

Other colleges receiving grants are: Audrey Cohen and Wheelock Colleges; Boston, Brown, Harvard, Tel Aviv, Vanderbilt, and Yale Universities; and the Universities of California at Los Angeles, Massachusetts at Lowell, Minnesota, North Carolina, and Southern California.

—KRISTIN LIEB

Section 2

July 15, 1992



JOHN MACDONALD FOR THE CHRONICLE

By Allan M. Winkler
How should faculty members spend their time? How many courses should they teach? And who should make teaching assignments?

Those questions all revolve around the larger issue of faculty workload, perhaps the most pressing concern in higher education today.

As *The Chronicle* pointed out in a front-page article several months ago, at least a dozen states are examining the academic work week, with an eye toward mandating that faculty members teach more. Some states seek to require that a given number of courses be taught by an individual faculty member; others wish to insure that the teaching balance favors undergraduate, rather than graduate, teaching; still others want to mandate that senior faculty members, and not graduate assistants, teach undergraduate students.

In Ohio, for example, a bill introduced in the General Assembly a year ago sought to tie salaries directly to the number of credit hours taught. It died in committee, but rumblings in the legislature this year indicate that the issue is still very much alive.

In Virginia, in response to Gov. L. Douglas Wilder's pointed inquiry about "the academic priorities of our colleges and universities," the Survey Research

Laboratory of Virginia Commonwealth University, in consultation with the State Council of Higher Education for Virginia, undertook a lengthy survey of all faculty members' activities. The North Carolina State Auditor recently issued a report on

restrictive legislative decrees are unnecessary.

We have been notoriously lax in articulating to students, alumni groups, and especially legislators the various activities that are part of academic life. Even though many state legislators believe that undergraduate teaching is the only thing that matters, we still need to keep explaining that such teaching is but a small part of an overall workload. Similarly, we need to communicate that teaching involves far more than the time spent in the classroom.

We also need to be even more aggressive in explaining the value of research, and to highlight both anticipated benefits, such as economic analyses that can assist the state, and unexpected results, such as the miniaturization process that was stimulated by the space program. Finally, we should argue that teaching and research are complementary, not competitive, activities. Research is a process of systematic inquiry that plays a major role in teaching students at all levels, in all institutions, how to think. To the degree that it develops the modes of thought common to a discipline, research infuses the teaching process.

One of the most exciting teaching experiences I ever had came in a research seminar for undergraduates that I taught at Yale

Continued on Following Page

OPINION

Faculty Members Must Explain What They Do With Their Time

Continued From Preceding Page
University, where I shared with my students the results of my continuing archival explorations at the same time that they embarked on similar projects of their own. In the process, I prepared them not for academic careers, but for disciplined activity in law, business, or whatever professions they chose.

THESE ARGUMENTS, of course, are hardly new. Nor have they gone unchallenged. Yet they still need to be made, for they help explain the creativity that marks higher education at its best. But it is not enough simply to describe what we do. We need to acknowledge the criticisms that come from legislators' watching an occasional professor in the neighborhood mow the grass at 2 p.m. or from critics like Charles J. Sykes in his angry diatribe *ProfScam: Professors and the Demise of Higher Education*. Mr. Sykes generalizes unfairly from a few examples, but the fact remains that every college or university contains faculty members who *should* be teaching more. At research universities, involvement with research often *does* detract from time spent with undergraduates; there and elsewhere we need to work out new arrangements to guarantee that teaching needs are better met.

Having acknowledged that something must be done, we should devise rational ways of making teaching assignments to demonstrate to legislators that the issue is under control. In Ohio, a committee composed of faculty members and administrators recently reported on the workload issue to a task force appointed by the Ohio Board of Regents at the request of the Governor. The committee began by noting that

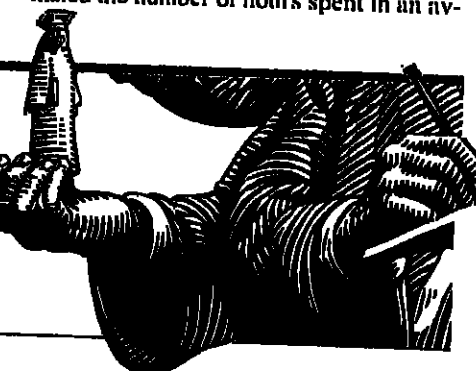
"We must show that, even though we have hesitated to address the workload issue in the past, we now are ready to deal with it."



different institutions had been assigned different missions to meet the broad educational needs of the state. Ohio has directed that community and technical colleges focus primarily on teaching; that four-year baccalaureate institutions concentrate on undergraduate education but also offer a number of graduate programs; and that research universities maintain a balance among undergraduate

teaching, graduate instruction, and research.

The committee then argued that, within this framework, mission should govern workload, and it devised a formula to help determine what might be reasonable expectations regarding the number of courses to be taught by faculty members in these different kinds of institutions. It estimated the number of hours spent in an av-



erage course, and factored in the faculty's research and service obligations at certain kinds of institutions. Having done that, the committee suggested that in a four-year undergraduate institution, faculty members in a typical department might spend 60 to 70 per cent of their time in instruction and advising. The remaining 30 to 40 per cent would be devoted to research and service. The typical faculty member would

probably teach three three-credit courses per term.

In an institution that included both undergraduate and graduate students, where more research was required, the typical department would probably devote 40 to 50 per cent of its time to instruction, and the typical faculty member might be expected to teach two courses per term and do extensive advising of graduate students. The remaining time—roughly 50 to 60 per cent—would be devoted to research and service.

The committee said that, in most cases, the department was the appropriate unit to make specific assignments, because it alone could monitor student demand for courses and regulate faculty members' availability. The committee suggested that the department as a whole be given a specific number of courses to teach, which could then be apportioned flexibly by the chair. Within this construct, faculty members might well teach varying loads. A professor between projects might teach a college course one year to accommodate a colleague trying to finish a book. The following year the pattern could reverse. The important point is that the department would be responsible for covering a given number of courses that the institution deemed appropriate, which should rectify the kinds of problems that legislators have identified.

WORKING with that draft framework, a University of Cincinnati faculty-workload committee was able to devise a systematic policy to govern the various, and vastly different, colleges that make up the university. Under that plan, different units work from different expectations, and some teach more than others. Faculty members in associate-degree and certificate programs, for example, teach the equivalent of two three-credit courses per quarter; those in master's programs teach the equivalent of two three-credit courses per term. Acknowledging differences in missions, the process insures fairness and flexibility and an end to the inconsistencies that have plagued us in the past.

This example demonstrates that we can put our own house in order. We can construct a reasonable system that addresses the concerns of our critics and still preserve the flexibility that is essential for our colleges and universities to remain vital and alive.

To make such a system viable, however, we need to show legislators that it can work. We must articulate better the differences among institutions in every state. We need to show how the responsibilities of community-college faculty members differ from the expectations placed on professors at research universities. And we must show that, even though we have hesitated to address the workload issue in the past, we now are ready to deal with it systematically.

State governments have a vested interest in our colleges and universities. In 1991 alone, they provided \$40-billion, and that gives them a voice in our affairs. The question we can help answer is: What kind of a voice will that be? Our role is to publicize what we do, respond to our critics as non-defensively as we can, and devise workable ways of making teaching assignments that acknowledge the charges we hear. Only in that way can we avoid the micromanaging that otherwise looms ahead.

Allan M. Winkler is chairman of the department of history at Miami University of Ohio.

OPINION

By Nathaniel S. Borenstein

IN INDUSTRY, alas, it has long been taken for granted that universities provide little practical training for computer programmers. Programmers often regard their formal training, if they have had any, as little more than a bad joke. Statements such as "I learned more in four months on the job than in four years of college" are so common as to lead almost inescapably to the conclusion that something is seriously wrong with the way programmers are educated in our universities today.

The principal problem is that the skills taught in university computing programs are astonishingly irrelevant to the tasks of programmers in the real world. Of course actual programming courses, in which students learn how to use one or more programming languages, are useful to those who want to program for a career. But beyond the mechanics of programming, the typical undergraduate curriculum has very little relevance to the practicing programmer.

Consider the typical courses that one must endure to obtain a degree in computer science. Beyond introductory programming, one typically encounters a class in "formal methods," often called something like *Fundamental Methods of Computer Science* or *Foundations of Computing*.

The content is fairly standard. Such courses teach the student about data structures (coherent mechanisms for storing data and describing their organization), abstract data types (mechanisms for describing in a sophisticated fashion a class of actual types of data), analysis of algorithms, program verification (mathematical proof of correctness, not to be confused with the more pragmatic art of exhaustively testing a program to make certain that it works in most realistic cases), program synthesis (automatic derivation of a program from its mathematical description), and the mathematical theory of computation.

With the exception of data structures, which are essential to any serious programmer, these areas offer little that will be of any use to the practical programmer. While it is fascinating from a mathematical viewpoint to be able to characterize the intrinsic computational complexity of a problem, it is considerably more rewarding for the programmer simply to solve it in the best possible manner—where "best" often refers to at least as much to the speed with which the solution can be implemented as to the ultimate performance of the overall program.

Furthermore, the programmer working on a new spreadsheet or word processor is unlikely to encounter any questions of mathematical theory while trying to decide



Colleges Need to Fix the Bugs in Computer-Science Courses

how best to present information to the user. Theoretical considerations will be useful in certain important subproblems—optimizing screen redisplay, for example, or correcting spelling—but the efficient programmer can generally find the "right" answers to such problems in reference books, notably Donald E. Knuth's *The Art of Computer Programming*.

The really useful skill in solving these subproblems is the ability to find the right algorithm in a reference book on computer algorithms, and this is certainly a skill that young programmers should be taught. But the simple fact is that most practical programming does not involve much mathematical theory at all, and programmers can learn the relevant bits of mathematics the way engineers often do—with a relatively superficial understanding, but with a clear knowledge of how to find the answers in reference works. The mathematical knowledge is very useful to students bent on a doctorate, but relatively few undergraduate computer-science majors have any such plans.

SIMILARLY, programmers are virtually never called upon to prove rigorously and mathematically anything about the formal capabilities of their system, although the undergraduate curricula at some universities could leave one with the impression that formal proofs of program correctness are the primary duties of programmers. While programmers would certainly like, for example, to be able to prove mathematically that their programs are bug-free, experience has shown this to

ing of those needs. This is simply the nature of the programming art.

The universities deplore this fact and teach students program verification as if the magic of that teaching will somehow transform the nature of the computing world, making program verification an important part of programmers' lives. Instead, verification becomes a shared joke among programmers—one of many things they had to learn in school, but could then ignore. Teaching undergraduates about program verification makes about as much sense as teaching impoverished African children how to make money in the stock market.

One can imagine some far-fetched circumstances in which the skills might be useful, but the mere teaching of the skills does nothing to help create the circumstances in which they might be used. Knowing about the stock market is useless to people with no money, and knowing how to prove programs correct is useless to programmers in a world where programs are not correct and don't really need to be in order to satisfy their users.

It is easy to see how we ended up with a computer-science curriculum that teaches very little of practical value. Computer science has its origins in two very distinct academic disciplines, mathematics and electrical engineering. The age of computing was born when such brilliant mathematicians as Alan Turing and John von Neumann had a series of insights into the nature of problems that can be characterized formally and solved via formal processes.

TURING, in particular, proved mathematically that any machine of sufficient computational power was "universal," in the sense that it could answer any question that any other such machine could answer. The simplest "universal" machine, it turned out, was so mind-bogglingly simple that, in recent years, one has actually been built out of Tinkertoys for the Computer Museum in Boston. The computing era really began when mathematicians formally proved that relatively simple machinery could solve any computable problem.

At this point, practical issues began to take hold. These theoretically "universal" machines, it turns out, have infinite time and memory in which to perform their tasks. In the real world, the value of a computing machine is directly related to the size of its memory and the speed of its operations. Improving the practical capabilities of real machines quickly became the province of electrical engineers, who brought with them their own methods and attitudes.

By and large, the engineers were very

Continued on Following Page

MÉLANGE

Entitlements and Real Change; the Business of Publishing; the Norm of Manliness; Lawyers With Diverse Perspectives

INTEGRATION IS ANATHEMA to grievance groups for precisely the same reason it was anathema to racist whites in the civil rights era: because it threatens their collective entitlement by insisting that no group be entitled over another. Power is where it's at today—power to set up the organization, attract the following, run the fiefdom.

But it must also be said that this could not have come to pass without the cooperation of society at large and its institutions. Why did the government, the public and private institutions, the corporations and foundations, end up supporting principles that had the effect of turning causes into sovereign fiefdoms? I think the answer is that those in charge of America's institutions saw the institutionalization and bureaucratization of the protest movements as ultimately desirable, at least in the short term, and the funding of group entitlements as ultimately a less costly way to redress grievances. The leaders of the newly sovereign fiefdoms were backing off from the earlier demands that America live up to its ideals. Gone was the moral indictment. Gone was the call for difficult, soulful transformation. The language of entitlements is essentially the old, comforting language of power politics, and in the halls of power it went down easily enough.

Entitlements were cheaper in every way than real change. Better to set up black-studies and women's-studies departments than to have wrenching debates within existing departments. Better to fund these new institutions clamoring for money because who knows what kind of fias they'll make if we turn down their proposals. Better to

pass laws permitting Hispanic students to get preferred treatment in college admission—it costs less than improving kindergartens in East Los Angeles.

—Shelby Steele, professor of English at San Jose State University (on leave), in the July issue of *Harper's Magazine*

WHEN THE RAILROADS forgot they were in the business of transportation, rather than the business of railroads, they lost a golden opportunity by not expanding and utilizing new transportation technologies. Publishers, too, need to remember that we are in the business of publishing, and not simply the book business. We must be open to information technologies if that's where the opportunities lie. —Sue Havish, advertising manager at Indiana University Press, in the summer issue of the newsletter of the Association of American University Presses

THERE IS A NORM of manliness in our society (much as there was in fifth-century Athens) that is deeply hostile to reason and learning. Its enforcers frequently wear the mantle of reason and learning. They speak of upholding the standards, of time-honored educational values. But unlike true Socratic reasoners, they are unwilling to be penetrated by new factual information, new forms of interpretation, unwilling to commit themselves to following the argument and the facts anywhere they lead. To follow reason in the Socratic way requires a form of vulnerability and even passivity. It means dropping the pose that one is always adequate to any occa-

sion, always on top, always hard. It means letting reputation and mystery wait on the outcome of impersonal logic and factual discovery; searching with humility for the truth that will refute what one most holds dear. As Calicles remarked to Socrates in Plato's *Gorgias*, that form of life is not for the human—although, as the Platonic dialogues amply attest, self-defensive human love to ape the give-and-take of argument, so long as their manly control is guaranteed.

—Martha Nussbaum, professor of philosophy, classics, and comparative literature at Brown University, in the July 13-20 issue of *The New Republic*

OF COURSE, neither law, lawyers, nor law-school admissions counselors alone can solve any of our problems singlehandedly, but the great issues need lawyers who bring diverse and sensitive perspectives to the debate as lawyers, judges, legislators, informed citizens. We need to counter a Vice-President that just doesn't get it. . . . I submit that neither the Vice-President nor the President comprehends the difference between equality before the law and equality in fact. Undoubtedly they never heard of Anatole France, the French writer and poet, who put his finger on the distinction . . . when he observed: "The law, in its majestic equality, forbids the rich as well as the poor to sleep under bridges, to beg in the streets and to steal bread."

—Charles E. Daye, president of the Law School Admission Council, at its annual meeting

LETTERS TO THE EDITOR

The Plight of an Exceptionally Gifted Child

TO THE EDITOR:

Regarding Asma Barlas's essay "Rules Are Rules? How the System Failed to Serve My Exceptionally Gifted Son," *Opinion* (June 3), I'm a bit puzzled at *The Chronicle's* new journalistic approach. It is truly astonishing to learn of a mother who thinks her son is actually an unrecognized genius. I'm anticipating that you'll soon be able to dig up essays on other "dog bites man" topics such as "Freshmen Get Younger Each Year," "Faculty Members Denied Tenure Think the System Is Unfair," or "Why My Travel Money Is Insufficient."

Seriously, does Ms. Barlas expect the majority of the readership of *The Chronicle*, who did not attend Ivy League schools, to sympathize with the alleged dissnar that her son did not? A really good undergraduate education can be had at many other public and private institutions; the elitism that assumes otherwise does not deserve to be aired in *The Chronicle*.

WILLIAM M. KEITH
Assistant Professor of Communication
University of Louisville
Louisville, Ky.

TO THE EDITOR:

Rather than providing a coherent indictment of the "system," as she terms it, Asma Barlas devotes the bulk of her essay to descriptions of her child's achievements in the face of pressures that are by no means unique to his situation. While the reader is thus introduced to a rare and talented individual, the relevance of the presentation to broader issues is dubious.

While reading this essay we were

led to contemplate the large numbers of bright students laboring under burdens of indifference and poverty who happen to lack access to major audiences such as that served by *The Chronicle*. Professor Barlas displays little, if any, concern for these students in general. Her inability to move beyond her own particular concerns, which seem to be the admission of her son to a "name brand" university, is self-indulgent. Emphasis on this point denigrates the numerous public postsecondary institutions and liberal-arts colleges that have high academic standards and may be more receptive to individual needs than the institutions she discusses. The unfortunate implication is that Professor Barlas feels that prestige, rather than education, is at stake for her son.

JAMES ELLIOTT SNEAD
Doctoral Candidate of Anthropology
University of California at Los Angeles
Los Angeles

JAMES ELBERT SNEAD
Chairman
Commission on Higher Education
State of New Mexico
Santa Fe, N. M.

TO THE EDITOR:

Asma Barlas's complaints against the "system" that failed to serve her "exceptionally gifted son" are misdirected. After reporting that "the system" identified her son as having an exceptionally high I.Q., after "the system" placed him in special university-sponsored programs and in accelerated classes and provided access to the International Baccalaureate program, Ms. Barlas has the nerve to complain that "the system"

failed her son because it didn't recognize his exceptional brilliance by handing him a full scholarship to an Ivy League school, or prevent his locker from being vandalized, or insure a happy and fulfilling social life.

Ms. Barlas maintains, "The system failed to serve my exceptionally gifted son." . . . Why is it that a high I.Q. should be equated with great privilege? An "exceptional gift" is simply the result of the fortuitous combination of DNA. It is, in fact, a "gift," so why should rules be bent because someone is "exceptional"?

And then because "the system" failed to serve her son, Ms. Barlas equates this experience with malaise in American higher education. It is not American higher education that has lost sight of "what knowledge and learning are all about"; it is those who believe that "exceptional gifts" deserve exceptional privilege. How often do we read about "exceptionally gifted" students peer tutoring, reading for the blind, volunteering in nursing homes, or in any way using their "exceptional gifts" to help those "less exceptional"?

Ms. Barlas has her math all wrong: An exceptional gift equals exceptional responsibility. Throughout history the most revered scholars are those who put their exceptional gifts to work in the service of others.

LYNN LANGER MEEKS
Consultant, English Language Arts
Department of Education
State of Idaho
Boise, Idaho

TO THE EDITOR:

Asma Barlas's moving story about her exceptionally gifted son is inci-



VS HIXSON

THE CHRONICLE OF HIGHER EDUCATION

"I've been assigned to the curriculum-reform committee, and so I thought I'd read up on it. But I can't seem to find any records of any actual meetings. Am I looking in the wrong place?"

sive, but my conclusion would be more drastic.

I know two white middle-class Americans who received three 800's on the Graduate Record Examinations—three perfect scores in verbal, quantitative, and abstract reasoning. Both had high honor grades at very prestigious undergraduate institutions and widespread non-academic interests and achievements. Both were rejected from all graduate programs to which they applied.

I know another youngster who was graduated *summa cum laude* at the age of 19 from a university that likes to consider itself the best in the country, and was rejected by all Ph.D. programs to which he applied. I know another who earned all A's and tremendous recommendations at one of the best state colleges and was re-

jected for graduate work at that state's university.

All four of these are very creative, diligent, multifaceted, and socially young people. Something is terribly wrong about the way our country is evaluating and rewarding academic excellence among our young. The reason, I am convinced, is not simple. However, it is ironic to read on *The Chronicle's* front page that Americans can't be found for top positions in our country while we cut off the careers of such promising youngsters.

PATRICIA CLARK KENSCHAY
Professor of Mathematics
Monclair State College
Upper Merion, NJ

TO THE EDITOR:

Asma Barlas's article recounting the experiences of her son Demir confirmed for me the reality of educational "conformity theory" that is far too prevalent in America, and likely in many parts of the world. As well, . . . her article exposed the reality of racism and the commensurate double standard in America. I would tell Dr. Barlas to reflect on the "blind" ignorance of those students who shunned her son because some thought him black and others thought him white. He was neither, and therefore a true outsider. This is an experience repeated many times, and it usually involves a person of color in a predominantly white setting. The effects of existing in this type of setting, particularly for a growing adolescent, can be devastating. . . . The lack of socialization he received by being shunned as an outcast is too commonplace.

There is a reality to be fought on the battlefield of equitable treatment for all people, and the war is far from over. She asks, "Do Ivy League colleges in America not understand the difference between learning and grades?" I would reply that often the case is, not when it comes to getting your "ticket punched" (euphemism for graduating). In graduate school back East I saw "teamwork" (group cheating) and heard of accounts of plagiarism that boggled the mind. It became clear to me that since I was usually working on my own and was not part of the clique (groups of white students) that I would have to work 10 times harder for my grades. This is not a unique experience.

Dr. Barlas stated that she moved to America in 1983. I was born in America and only have to go back three generations in my family tree to ancestors who were slaves in America.

OPINION

Many have lived the life of experiences she and her son seem to find incredible. . . . I would tell Dr. Barlas to talk with all different kinds of people and realize that her experience is not unique. Education is a key for upward mobility in this society; however, one must never lose sight of how this current "system" functions (or dysfunctions). If all members of the human race were encouraged and given equitable opportunities to reach for their best it would make one pause and wonder at what great inventions and discoveries could be made for the benefit of humankind.

T. MICHAEL FORD
Senior Business Analyst
Office of the Chancellor
California State University System
Long Beach, Cal.

Research and teaching at Colby College

TO THE EDITOR:

We have had several controversial tenure decisions in recent years at Colby College that have greatly distressed some friends and close colleagues. I regret the necessity to repeat internal discussions concerning these decisions in the pages of *The Chronicle*, but I feel compelled to correct the allegedly factual claims in Roger Bowen's essay "A College That No Longer Puts Teaching First Pays a High Price for Its Labeled Reputation" (June 10). I leave his opinions for others to judge.

The Colby government department, about which Bowen complains, is considered one of the strongest teaching departments at the college. Most government-department members are also active scholars, but the majority of their time still is devoted to teaching their five courses each year. Students flock to government courses, and over 240 students choose to major in government (of 1,200 sophomores, juniors, and seniors, adding testimony to the high degree of student satisfaction with the teaching quality of the government faculty. More generally, our students consistently rate fine teaching as the most outstanding feature of their Colby experience.

The faculty merit salary system began at Colby in the 1950's; it was not created by the new president in 1979. Originally a yearly system of review, it became a biennial system in the late 1970's and, in 1988, a triennial review system. Merit salary recommendations originate with department chairs and interdisciplinary-program directors. The strongest

teachers who are also active scholars and contributors to the college receive the highest increases. Publishing alone is not sufficient, as the winner of a prestigious national fellowship recently discovered.

There has been no case in my memory at Colby of a truly "excellent" teacher being denied tenure, nor has there been a case of a mediocre teacher granted tenure because of impressive scholarship. As those who have served on tenure committees well know, there is often a wide disparity between the *campus reputation* of the strengths and weaknesses of a colleague being reviewed for tenure and the *actual record* that the committee sees. Several of Bowen's claims are based on such rumors.

Who publishes a tenure candidate's book has never, by itself, been a highly significant component of a tenure review. However, the journals where a faculty member's articles appear, the gallery that represents a faculty member's work, the theater company that performs a person's play, the foundation that has supported the faculty member's research, and the prestige and reputation of a publisher are all useful data in assessing the quality of that work. And, of course, the *quality* of academic research work is much more significant than the *quantity*.

In order to make his point, Bowen has greatly exaggerated the place of scholarship in our faculty reviews. We do value research activity and its public presentation, not for its own sake but because of the close connection to first-rate instruction and advising. At the same time, we remain steadfast in our commitment to the ideal that a college should be fundamentally a place of teaching and learning.

ROBERT P. MCARTHUR
Vice-President for Academic Affairs
Dean of Faculty
Colby College
Waterville, Me.

TO THE EDITOR:

Roger Bowen criticizes Colby College's new emphasis on research and publication. It is hard to agree with him. When I entered Colby as a freshman in 1959, it was not "one of America's top regional liberal-arts colleges," as Bowen recalls it of old, let alone among the top "national" colleges he says it has now become. It was a not-terribly-good school with a few good teachers. But many were not good. They were dead from the neck up. Too often, Colby seemed a retreat for men and women who feared having nothing to say

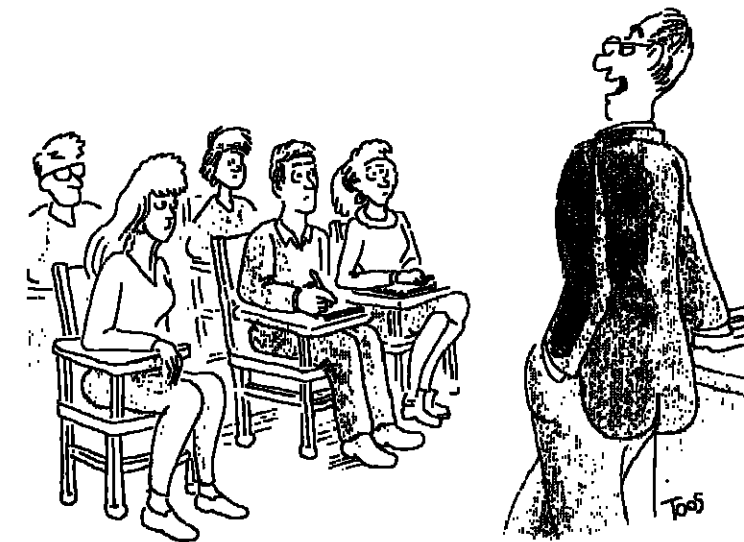
SOMEWHERE IN SPACE



YET ANOTHER IRREGULAR VERB FORM THROWS VISITING PROF. NOBLE FOR A BIT OF A LOOP

THE CHRONICLE OF HIGHER EDUCATION

CHUCK BURR



THE CHRONICLE OF HIGHER EDUCATION

"My office door is always open; however, I'm rarely there."

worth printing but hoped that they nonetheless had lots to say worth saying. Often, it may surprise Bowen to hear, they were wrong on the latter point. Had they been pushed on the former, they might have found themselves wrong about that, too—and become better teachers.

It is easy to romanticize that mythical time when the true worth of good teaching was recognized and rewarded. Maybe you had to be there to remember how little good teaching there was to go around. I have had three great teachers in my academic specialty; one, indeed, was at Colby. The others both taught at large research universities. They published by the yard, good and useful books and articles. They taught well because they conveyed excitement and a sense of the importance of what they did. What they did—not what they read about what others were doing. The Colby professor whose teaching I value also did research. In fairness, he published very little of it. I don't think it misrepresents some 30-odd years of conversation to say that he felt frustrated then, may still feel frustrated now, by a system that did not sufficiently value research and publication to encourage either.

Bowen deals with one of the most complex, elusive, and long-lived issues in higher education simplistically and in a wash of nostalgia. Active researchers may not produce more good teaching (as if we are speaking of something measurable) than those men and women who view themselves as teachers. On balance, however, I think one's chance of encountering a good teacher improves the more active the teacher's mind, eye, and pen. I see constant evidence to support such optimism at my current university. . . . If Colby now seems a good place to get an education (assuming that is what its rising "national ranking" indicates), is it not possible that this development bears some direct relation to the changes Bowen bemoans? Is it not equally possible that, by encouraging faculty research and publication, the college in fact continues rather than abandons its traditional commitment to good teaching?

In the interests of full disclosure, and not because I believe the point to have influenced this letter, I must add that I am married to a person (Colby '65) who is an alumni member of the college's board of trustees.

DANIEL TRAISTER
Curator of Special Collections
Van Pelt-Dietrich Library
University of Pennsylvania
Philadelphia

TO THE EDITOR:
It is easy to concur with Roger

Bowen's opinion that evaluation of faculty should be consistent with an institution's mission, and that, moreover, the standards for merit decisions must be straightforward. Nevertheless, he overlooks a significant cause of the emphasis on research: the difficulty of evaluating teaching. The essay mentions the importance of book publishing, but not the measurement of good teaching at Colby.

As I have followed this issue over recent years, I note that some progress is being made to diminish the subjectivity of determining good teaching. Teaching portfolios are a current fashion for making teaching public. Here is where the work must be done to correct inequities in merit decisions.

Certainly, some of the alienation at Colby College and other liberal-arts schools is merely resistance to change. I personally maintain a belief that career growth of faculty as scholar-teachers benefits the students.

WILLIAM SMIALK
Professor of Music
Chair of Humanities and Social Science
Jarvis Christian College
Hawkins, Tex.

TO THE EDITOR:

Roger Bowen writes that a college that doesn't place teaching first pays a price for its reputation. . . .

Research and publication do not necessarily subtract from the main goal of instruction. Writing is a means of sharing knowledge, just as oral speech is. Writing, research, and publication should not be ends in themselves. The academic world's myopic perception of presenting publication and research as antithetical to teaching is detrimental to the profession. Colleges and universities are developers and providers of knowledge. This includes writing and publishing the textbooks other teachers use.

Moreover, the communications industry has radically changed our static view of teaching. One does not need the physical presence of people in the same room to be teaching. To develop a usable script, for example, for a video recording could be both teaching and publication. Similarly, publishing one's syllabus as a textbook serves a common, dual purpose.

How can anyone maintain high teaching standards without engaging in some minimal kinds of research activity? How can any professor sustain instructional competence and currency without engaging in the quest for new knowledge?

Labeling a higher-education institution as merely a teaching college, in my judgment, sends a fragmented message to an institution's varied

constituencies. The new faculty members who have to publish and do required research should not be receiving a different signal from faculty recruiters than the message sent out by recruiters from the undergraduate admissions office. Every higher-education institution must teach. But if they do nothing else but teach, they are no different than the squadrons of TV broadcasters who simply "read" us the evening news. Developing, not just sharing, new information and knowledge is the key to all higher education. A professor's community is also the community of scholars.

DONALD K. SHARPES
Professor of Education
Weber State University
Ogden, Utah

Editing history for the ages

TO THE EDITOR:

Ralph H. Orth's "The Editors of Historical Papers Should Avoid Bloating Volumes That Take Ages to Produce" (Point of View, May 27) largely repeats, though it never mentions, his previous letter to the editor ("Twain project suffers from 'imperial vision,'" March 11). In both, Orth implies that he speaks for a large, scholarly audience, justifiably impatient with the failure of the Mark Twain edition to publish at a satisfactory pace.

The simple truth is that Orth has no real authority as such a spokesman. And his explanation of the "glacial pace" of the Mark Twain edition is simply wrong, both in its "facts" and in his understanding of which facts are relevant to our pace, or the pace of any edition.

Orth is eager to insist that not all editions are "by nature too big and too slow." For examples he cites, among others, the Alexander Hamilton and the Woodrow Wilson editions, as well as the edition of Emerson's journals (for which he "was chief editor for the last three volumes"). For each of these positive examples he gives rates of production: 27 volumes in 27 years for Hamilton; 64 volumes in 26 years for Wilson; and 16 volumes in 23 years for Emerson. (For comparison, these numbers can be expressed as averages: that is, as 1.0, 2.5, and 0.7 volumes per year.)

But Orth is less specific about the editions he regards as taking "ages to produce," the Jefferson and the Mark Twain. About the Jefferson he implies that it has taken from "the late 1940's" until now to produce 24 volumes. It would have been fairer to say that 24 volumes have appeared in the 43 years since the first two were published in 1950, for an average of 0.6 volumes per year. . . . At any rate, for Mark Twain, Orth never gives any real figures, but blithely asserts that *Letters* will not be done "until the middle of the 21st century," or not until 2050. This statement has no foundation in fact. . . .

Orth . . . misstates the actual rate of production for *Letters* (it is three volumes in four years, not in five—for a rate of 0.8 volumes per year, slightly better than the rate for Emerson). My own estimate is that it would take another 20 (not 100) years, "almost" 5 (not 32) million tax dollars, and 23 more volumes (for a total of 25, not 60) to finish *Letters*—provided we can sustain the editorial staff for it, and provided we do not abandon editing the *Works* as well. The Mark Twain edition's overall rate of production, which Orth inexplicably fails to mention, is a matter of public record. It stands at 22 volumes per year.

Continued on Following Page

Fixing the Bugs in the Education of Computer Programmers

Continued From Preceding Page

practical people, eschewing formalisms in favor of whatever worked well and quickly. But although their methods worked well for computer hardware, they were less successful with complex software, which became the domain of the mathematicians, largely by default.

One cannot really fault a mathematician for seeing a computer program as a mathematical object. After all, mathematicians see everything as mathematical objects, and rightly so. When mathematicians rigorously consider a program, they may achieve all sorts of insights about the nature of programs, the nature of the problem addressed by the program, and the nature of computation. This is all good, in the same way that any mathematical progress is likely to be a good thing, an augmentation of human knowledge.

However, none of this implies that a mathematical perspective is necessarily the most useful one for the practicing programmer. The derision with which many professional programmers view the formal methods in which they were trained is a strong indication that the training was inappropriate and misdirected.

Indeed, even many established figures in the academic world of computer science seem to know that something is wrong. Dissatisfaction with the way that computer science is taught is widespread among faculty members and students alike. In a widely read 1989 article, the eminent computer scientist Edsger Dijkstra rails against what he calls "the cruelty of teaching computer science."

Although Mr. Dijkstra recognizes the inadequacy of the current curriculum, he believes the essential cruelty is that students are being denied the glory of a purely mathematical edu-

cation in computing, in favor of an education that bows too frequently to the practical realities of physical computers and modern programming tools. Alas, the solution offered by Mr. Dijkstra is the only one that is ever likely to be offered by those overly steeped in the mathematical approach to computing: an increased reliance on formal methods and proofs. To the practicing programmer, the situation would be laughable if it weren't so distressing.

THE SITUATION has been tolerated, in large part, because of a lack of a better alternative. The students emerging from a typical undergraduate program in computer science or software engineering may not have learned the most useful skills for their chosen career, but they have at least proved themselves capable of mastering highly technical material.

The interesting question, then, is whether the universities might actually be doing something more useful. Is it possible to train young men and women in skills that will actually increase their efficiency as computer scientists? To answer this question, we must either invent a new discipline of computing out of thin air or seek a model from another discipline. Although the existing paradigms for computer science are derived primarily from mathematics, with a bit of electrical engineering thrown in, are those two fields really the best ones on which to model computer-programming courses?

To ask the question is to begin to answer it. The university is, in fact, filled with alternative teaching paradigms that have much to offer computer science. Architecture, for example,

shares much with programming. Architects must design a building in accordance with the laws of physics and the realities of economics, lest it collapse when built or be too expensive to build in the first place. Yet if they are trained just in such "formal" methods, they will build only ugly boxes that will blight the landscape, which is, in fact, how some overly "formal" or "functional" modern architects have behaved.

But architects are also trained in aesthetics and the history of architecture and are encouraged to develop their own creative impulses. The architecture curriculum recognizes the need to encompass both science and art. Certainly it has lessons to offer the programmer who must build user-oriented programs that are cost-effective, reliable, easy to use, and well liked. Programmers must understand both the nuts-and-bolts tools at their disposal and the aesthetic considerations that will affect the acceptance of their programs by the users.

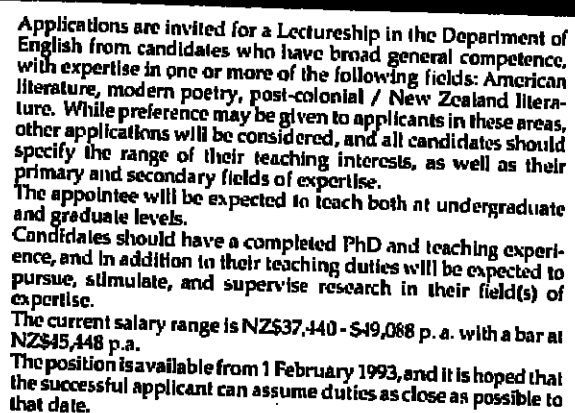
Eventually, it seems inevitable, computer science will develop its own methods and models for training both programmers and researchers. To date, however, it has failed to address seriously the difficult questions of training practical programmers. Only through careful consideration of a wide range of disciplines is it likely that faculties will be able to design more appropriate and useful curricula.

Nathaniel S. Borenstein is a member of the technical staff of the Interpersonal Communication Group of Bell Communications Research in Morristown, N.J., and author of *Programming as if People Mattered: Friendly Programs, Software Engineering, and Other Noble Delusions* (Princeton University Press, 1992).



Please forward an original plus seven copies of the application form and curriculum vitae quoting Reference No 31492 to the Director, Personnel Services, The University of Queensland, Qld 4072 Australia.

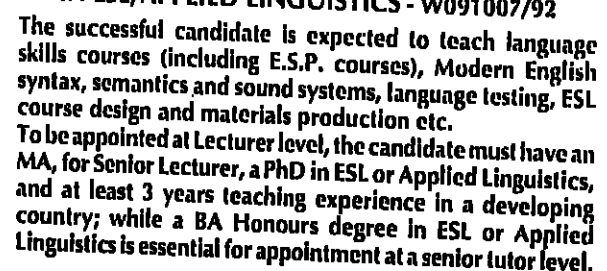
Closing date: 11 September 1992.
Desired starting date: January 1993.



Further information is available from the Registrar, University of Otago, P. O. Box 56, Dunedin, New Zealand, (Fax (64) (3) 474-1607), with whom applications quoting reference number A92/41 close on 28 August 1992.

Equal opportunity in employment is University policy

Must be able to transform programmed goals into strategic management plans. Degree in Business Administration or equivalent. Requires: recent doctorate student fellowships; recent research in leadership management; recent position held in leadership. Additional and substantive experience with research and management of school systems in larger university systems; and current management information technology and decision support management system designs and knowledge in the areas of: organizational analysis and design; organizational development and change; and academic, administrative and financial management. Must have in-depth knowledge of diverse areas of applications, multi-lateral operations systems, and the use of computerized data processing systems. Send letter of application/curriculum vitae to: Dr. Robert Conway, Director, Office of Graduate Studies, Vanderbilt University, 111 Chestnut Hall, 111 Avenue South, Nashville, Tennessee 37240. Salary will be reviewed and initial position will be commensurate with experience. Vanderbilt University is an equal opportunity, affirmative action employer.

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also share responsibility for travel, interviewing standards, and reviewing administrative applications. Candidates should possess a minimum of four years of related professional experience, preferably in the field of personnel administration. Strong creative and analytical skills are essential. Knowledge of and ability to learn: "Managerial software" and "personnel systems" are required. Knowledge of computerized personnel systems and principles of enrollment management is required. A valid driver's license is required. Salary: \$16,000-\$20,000, plus benefits. Applicants should submit resume, transcripts, professional writing samples, and three references.

ommendation which speak directly to the nature of this position to Ms. Jenny Green, Assistant Director Search, Personnel Office, Hampshire College, Amherst, Massachusetts 01002. Review of applications will begin on July 31, 1992 and will continue until a suitable candidate is selected. Hampshire College is an equal opportunity employer and has embarked upon a vigorous affirmative action program. Women and minority candidates are strongly encouraged to apply.

Admissions: Assistant/Associate Director for Minority Admission, Miami University (Ohio). Title and salary are dependent on qualifications and experience. Provides

provides academic and cultural diversity in the undergraduate student body and increase the number of qualified minority students. Requires a Bachelor's degree, ability to complete graduate-level work, GRE scores, deposits, and a demonstrated self-direction and willingness to travel. A Bachelor's degree is preferred and successful experience in teaching with minority students in a university setting is a plus. Send a transcript of application, resume and references, addresses and telephone numbers to: James S. McCoy, Admissions Assistant, Vice President for Academic Affairs, Glion Admission Center, Miami University, Oxford, Ohio 45056. Screening will be done on the basis of selection of the most appropriate candidate. Minorities and women are encouraged to apply. Opportunity in education and counseling.

and creative individual for the position of Associate Director of Admissions. The successful candidate will be responsible in the absence of the Director of Admissions for supervising recruitment activities, supervising alumni recruitment activities, supervising the admissions office with area high schools, conducting marketing research, limited travel to high schools, colleges and areas, and supervising graduate international programs. Qualifications include bachelor's degree and a minimum of 10 years of experience in admissions, communications, knowledge, excellent oral, written and interpersonal skills, demonstrated commitment to the liberal arts, and demonstrated commitment to diversity. Salary is commensurate with experience. Carroll College is a Catholic, liberal arts college with 1,700 students and 100 faculty members in Mount Pleasant, IL. Send letter of application, resume, and cover letter with at least three references to the Director of Admissions, Carroll College, 1000 N. Carroll College, Mount Pleasant, MO 64556. Review of candidates will begin immediately and continue until selection is made. EO/AAE

Administrative Assistant Director of Admissions. The Office of Admissions and Enrollment Management at Western Washington University is seeking an experienced person for Assistant Director of Admissions. The successful candidate should possess a minimum of a Bachelor's degree with a minimum of 3 years of college-level experience (2 years preferred); 2 years of admissions experience; and 1 year of student services experience within a university setting. The position involves, but is not limited to, student recruitment and admissions and the administration, coordination, and production of admissions materials. Salary: \$28,900-\$36,000. Send resume to: Director, Admissions, 40474 annually. Review of resumes will begin July 23, 1992, and will continue until the position is filled. Submit letter of application, resume, and three (3) references to: Admissions Committee, Office of Human Resources, Western Washington University, 516 Chemistry, Western Washington University, Bellingham, WA 98225. EOE/AAEEO.

Advertising/Public Relations: Department of Communications and Visual Arts, University of North Florida. Applicants are full time, permanent employees of the University of North Florida. Teach classes in advertising and public relations; coordinate and teach theory courses in other areas; supervise students in their research; obtainable; knowledge of computer graphics a plus. Ph.D. three years of professional experience, competence in understanding advertising and public relations. Salary \$25,000-\$30,000. Please send resume and references to: Department of Communications and Visual Arts, University of North Florida, 100 University Blvd., #2500, Jacksonville, FL 32216. Equal Opportunity Employer.

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Applicants should be medically qualified with appropriate postgraduate qualifications in Pathology registrable with the PNG Medical Board. Previous good teaching and work experience in a developing country, preferably in the field of Haematology, would be an advantage.

A suitably qualified Photography Lecturer is required to work alongside the Graphics Lecturer in the graphic Design and Photography Section of the Visual Arts Department. The position offers the challenge of implementing the photography course components of the Diploma in Graphic Design, and offers the course components to suit the Graphics industry in Papua New Guinea.

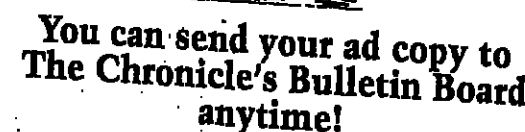
SALARY:

Professor	- K49955 plus 25% gratuity
Associate Professor	- K42575 - K46120 plus 25% gratuity
Senior Lecturer	- K30595 - K37990 plus 25% gratuity
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Senior Tutor	- K19805 - K30595 plus 25% gratuity

Note: 1 PNG Kina is approx. US\$ 1.05

Applications will be treated as strictly confidential and should include a full curriculum vitae, a recent small photograph, the names and addresses of three referees and date of availability. In order to expedite the appointment procedure, applicants are advised to contact their referees to send confidential reports directly to the University without waiting to be contacted. Applications should be forwarded to the Deputy Registrar (Staffing), PO Box 320, University Post Office, Papua New Guinea.

Applications close on the 31st July, 1992
T. Iamo Registrar



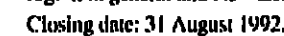
Applications quoting the relevant position number together with the names, addresses, telephone and fax numbers of three academic referees and a full curriculum vitae should be sent to the Director Personnel Services, The University of Queensland, Qld 4072 Australia. The University requires nine copies (original plus eight) of an application and curriculum vitae.

The successful applicants would be expected to be able to commence duty as soon as possible but preferably no later than mid 1993.



The Director of Alumni Relations is the principal liaison with the Association, and works closely with the Director of Annual Fund Development. Apply by July 20, 1992 for position, closing October 1. Send letter, resume and three current references to: Joseph A. Virdi, President for Alumni Relations, St. Vincent College, 1001 Avenue S, St. Vincent, TN 37381. Phone 371-1111.

1. DATE 10/10/78



Chemistry

(Lectureship only) Vacancy UAC.172

Applicants should hold a PhD degree and have a record of teaching and research. In particular, applications are encouraged from persons with expertise in an area of Environmental/Analytical Chemistry which relates to the evolving theme at the new Campus. Closing date: 31 August 1992.

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Computer Science

(2 positions) Vacancy UAC.174

Applicants should have a higher qualification in Computer Science and have demonstrated abilities in teaching and research. While applications are welcomed from candidates from all backgrounds, priority may be given to those specialising in the data communications area.

Closing date: 31 August 1992.

Mathematics & Statistics

Mathematics & Statistics

(2 positions) Vacancy UAC.173 .
Applicants should have a doctorate degree and have a proven record of teaching and research in some branch of Mathematics, Statistics or Operations Research. Applications from candidates with interests in Statistics, Operations Research or areas of Mathematics related to Information Technology are particularly welcome.
Closing date: 31 August 1992.

.....

Conditions & Procedures For All Vacancies

Commencing salary will be established within the ranges:
Lecturer \$NZ37,440 - \$NZ49,088 Senior Lecturer \$NZ52,000 - \$NZ60,944 Associate-Professor \$NZ69,680 - \$NZ75,920
Further information, Conditions of Appointment and Method of Application, should be obtained from the Assistant Registrar

Three copies of applications should be forwarded to reach the Registrar by the closing date specified.

Please quote the relevant vacancy number in all correspondence.
M. P. Farrell, Registrar, University of Auckland, Private Bag 92019, Auckland, New Zealand.

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PROFESSOR OF PURE MATHEMATICS

Department of Mathematics School of Mathematical and Information Sciences

Applications are invited for a newly-established Chair in Pure Mathematics within the Department of Mathematics. The Department is one of four in the School of Mathematical and Information Sciences which comprises the Departments of Mathematics, Computer Science, Information Systems and Statistics. This Chair is designed to provide leadership in research and teaching in the more theoretical branches of mathematics. The other established Chair in Mathematics is held by Professor Graeme C. Wake who is also currently Head of Department.

The appointee will be expected to provide direction within the Department, University, and in the wider community. Applicants should be distinguished in research in one or more fields of Pure Mathematics and have proven ability in teaching. The appointee will be expected to take a full part in teaching, research and administration and may be expected to serve the University as a member of the Senate.

The Department of Mathematics offers a full undergraduate programme in mathematics including service teaching. Most undergraduate courses are taught both to internal students and by correspondence to extramural students throughout New Zealand and overseas. The graduate study programmes include masterate and PhD thesis supervision - currently for fifteen students.

The University reserves the right to make no appointment or to fill the Chair by invitation. Reference number CHE 54/92 must be quoted. Closing date: 31 October 1992.

Further details of the above position together with Conditions of Appointment are obtainable from Mrs V. B. Bretherton, Personnel Section, to whom applications, including a full curriculum vitae, and the names, addresses and fax numbers of three referees should be sent before the closing date specified.

B.R.H. Monks
Registrar

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McNeese State University

Assistant Professor Accounting

The College of Business at McNeese State University (AACSB Accredited) invites applications for an Assistant Professor position in Accounting. The position is a tenure track position with a salary range of \$35,000 to \$45,000. The successful candidate will be responsible for teaching, research, and service. The position is located in the College of Business, McNeese State University, 1000 N. 1st St., Billings, MT 59102. Applications should be sent to the Department of Accounting, McNeese State University, 1000 N. 1st St., Billings, MT 59102.

McNeese State University is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

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SEARCH READVERTISED

The University of Maine at Fort Kent invites applications for the nursing faculty position of Post-Natal/Pediatric Nursing.

RESPONSIBILITIES: Professional duties include 12 credit hour semester load teaching in integrated curriculum of NIA-accredited BSN program, clinical supervision, and participation on appropriate campus and University System Committees.

QUALIFICATIONS: Master's in Nursing required; clinical and baccalaureate teaching experience desirable.

APPOINTMENT: Salary will be appropriate to preparation and qualifications. This is a nine-month appointment and includes excellent health/vacation/life insurance, TIA-CREF, and Social Security benefits. Duties will begin September 1, 1992.

UNIVERSITY: The University is a small, coeducational, multipurpose institution offering baccalaureate and associate degree programs. Located in rural, scenic Northern Maine, Fort Kent has a population of approximately 6,000. The St. John River Valley has a population of approximately 36,000. The economy is dependent primarily on agriculture and wood product industries. The population is largely of French-Canadian and French-Canadian descent, and French is commonly spoken. Transportation to other areas of New England and Canada is available daily via air and bus lines and railway.

APPLICATIONS: Applicants should submit curriculum vitae, transcripts, and three references (with addresses and phone numbers) to:

Search Committee
Faculty Position in Nursing
University of Maine at Fort Kent
Fort Kent, ME 04743-1282
(207) 834-3162

UMFK is an AAEEO Employer.

The University of Maine at Fort Kent is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

Applications should be sent to the Department of Accounting, McNeese State University, 1000 N. 1st St., Billings, MT 59102.

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The American University in Cairo

The American University in Cairo is recruiting a director for its Desert Development Center. The University enrolls approximately 3,800 students and 12,000 non-degree students. It offers baccalaureate degrees in most of the traditional arts and sciences disciplines and several professional fields. Master's degrees are also offered in some specializations.

The Desert Development Center was established as a small project in 1979 and has evolved into a separate research center that undertakes applied research, demonstration, and training programs related to rural desert development. A unique characteristic of the Center's work is an integrated approach that combines biological, technological, and community development applications and socio-economic studies.

The Center is supported by funds from the Egyptian government, several foundations, and international agencies. The annual budget fluctuates from year to year depending on funding, but normally it is approximately \$1,000,000 per year. The permanent staff of the Center consists of the director and two other senior members; the majority of the staff are on project appointments.

The Center maintains offices on the University campus in Cairo. A research station in Sidi Barrani (about half-way between Cairo and Alexandria) maintains laboratories and training facilities. It is the site of several experimental and demonstration projects. Demonstration farms and orchards are located on 500 feddans (acres) in Sidi Barrani, about 40 kilometers from Sidi Barrani.

The director should be a scientist, management specialist, or economist with an earned doctorate and a strong record of research related to desert development. Experience in rural land or desert development preferred. A strong record of writing successful proposals and obtaining funds from international sources is essential. Excellent human relations and managerial skills are required. Previous work experience related to Egypt or other developing countries is desired. Knowledge of Arabic will be regarded as a plus.

The salary is negotiable within the general range for senior academic administrators at the University. Excellent fringe benefits are provided, including housing and schooling allowance for non-Egyptian citizens recruited from abroad. The timing of the appointment is negotiable but the successful candidate must be available no later than September 1, 1992.

Applications will be accepted until the position is filled, but preference will be given to those received prior to September 1, 1992. Applications and nominations should be addressed to:

Senior Vice President
The American University in Cairo
866 United Nations Plaza
Suite 517
New York, NY 10017

The American University in Cairo is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

Applications should be sent to the Department of Accounting, McNeese State University, 1000 N. 1st St., Billings, MT 59102.

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SHAW UNIVERSITY

Applications for the following faculty positions are invited:

Accounting—Assistant Professor. Ph.D. degree with a minimum of 18 graduate semester hours in Accounting, or both the M.B.A. degree and C.P.A. required.

Business Administration or Business Management—Assistant Professor. Ph.D. or Ph.D. degree with at least 18 graduate semester hours in Business Management required.

Criminology/Criminal Justice—Assistant Professor. Ph.D. degree in Criminology/Criminal Justice and appropriate teaching experience required.

Economics—Assistant Professor. Ph.D. degree with a minimum of 18 graduate semester hours in Economics required.

English—Assistant Professor. Ph.D. degree in English preferred, but applicants with Master's degree and a combination of French and English will be considered.

International Relations—Assistant Professor. Ph.D. degree with a minimum of 18 graduate semester hours in International Relations required.

Mathematics—Assistant Professor. Ph.D. in Mathematics/Applied Mathematics required.

Media Generalist—Assistant Professor. Ph.D. or A.B.D. in communications or related field with a minimum of two years' professional college level teaching/production/writing experience in Mass Communications required.

Recreation—Assistant or Associate Professor. Ph.D. degree in Community Recreation or Therapeutic Recreation preferred, but applicant with Master's degree and teaching experience will be considered.

Spanish—Assistant Professor. Ph.D. degree in Spanish preferred, but applicant with Master's degree and a combination of Spanish and English will be considered.

Speech—Assistant Professor. Ph.D. degree preferred, but Master's degree will be considered.

Audiology—Instructor. Master's, CCC-A and eligibility for North Carolina licensure required. Major emphasis is clinical research and/or professional supervision of undergraduate students in a pre-professional program.

English Education—Assistant Professor. Ph.D. degree in English Education required.

Send curriculum vitae and three letters of reference to:

Dr. McLaughlin Clayton
Vice President for Academic Affairs
Shaw University
118 East South Street
Raleigh, North Carolina 27611-9298

Shaw University is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

Applications should be sent to the Department of Accounting, McNeese State University, 1000 N. 1st St., Billings, MT 59102.

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David L. Rike Professor of Marketing Wright State University

Applications or nominations are invited for the David L. Rike Chair of Marketing. The Rike Chair provides an attractive combination of salary, benefits, travel, and support.

The Rike Chair holder is expected to have and maintain a superior level of research and teaching, to develop conference presentations, and to be highly visible in the university and business communities. A doctorate in marketing is required. Full or associate professor rank. Beginning date September 1, 1992.

Wright State University has a suburban campus in a metropolitan area of nearly one million. It has over 17,000 students with approximately 2,700 faculty and staff.

Administration. The college is AACSB accredited at both graduate and undergraduate levels.

The Department of Marketing consists of eight full-time faculty positions, with the Rike Chair, and offers both a baccalaureate and M.B.A. degrees.

Application closing date: December 1, 1992, or until position is filled. Send letter of application and current vitae to Chair, Rike Chair, Wright State University, Department of Marketing, 268 Pike Hall, Wright State University, Dayton, OH 45435.

Wright State is an equal opportunity affirmative action institution.

Wright State University
Dayton, Ohio 45435

Wright State University is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

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Search Reopened

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT FULLERTON COLLEGE GEOLOGY INSTRUCTOR

Fullerton College is seeking instructors who represent the multi-cultural diversity of our students and community. Our reputation for academic excellence is dependent upon hiring professional staff who share our commitment to quality education and to providing a well-rounded experience for every student.

Applications are currently being accepted for the following faculty position:

Geology Instructor
100% First-Year Tenure Track Contract
Deadline for applications:
August 10, 1992

The filling of this position is contingent on available funding. Located in Orange County, 40 miles southwest of Los Angeles, Fullerton College is part of the North Orange County Community College District serving 18 cities in 18 school districts.

The NOCCCD offers a generous benefits package, which includes health insurance and competitive salaries. We are committed to affirmative action and enthusiastically encourage applications from qualified women, minorities, and disabled individuals.

If joining our faculty interests you, please call or write for an application. All materials must reach us by the deadline date of August 10, 1992.

North Orange County Community College District
Office of Human Resources
1000 North Lemay Street
Fullerton, CA 92630-1318
Phone: (714) 871-4038 FAX: (714) 738-7853

ST. LAWRENCE UNIVERSITY

Visiting Assistant Professor of Philosophy. One year replacement with possible renewal up to three years. Beginning Fall, 1992. Six courses/year. Applicant must be able to teach introduction to Philosophy and a historical survey of ethical theory. It is desirable but not required that applicant also be able to teach a historical survey of epistemology. Upper level courses to be arranged, but the department is interested in expanding its offerings to include topics not regularly offered, including feminist philosophy and Western philosophies, Ph.D. preferred. Evidence of engaging teaching essential. Salary competitive. Send application and supporting materials to:

Dr. Baylor Johnson
Chair, Department of Philosophy
St. Lawrence University
Canton, NY 13617

Committee will begin reviewing materials on July 26, 1992, but search will remain open until filled.

St. Lawrence University is committed to fostering multicultural diversity in its faculty, staff, student body and programs of instruction. An Equal Opportunity, Affirmative Action employer, we specifically encourage applications from women, minorities and persons with disabilities.

FACULTY POSITIONS

East Arkansas Community College anticipates openings beginning August 10, 1992, for the following instructional positions. The positions are subject to funding approval.

CRIMINAL JUSTICE FACULTY: Master's degree in corrections and/or law enforcement desired. Individual with Bachelor's degree and significant experience in corrections/law enforcement may be considered.

COMPUTER SCIENCE FACULTY: Master's degree in computer science with microcomputer experience desired. Experience in teaching and in related areas with appropriate microcomputer experience may be considered. Each position requires a strong commitment to effective teaching and the philosophy of the community college, and the ability to work with a wide range of students. Teaching experience at the community college level is desired. Duties include teaching a 15-hour course load each semester (including day and evening classes), student advising, service on college committees, community involvement, EACC desires employees who will reside in the College District.

Review of applications will begin July 24, 1992, and continue until positions are filled. For an exceptional candidate, the beginning date may be postponed until January, 1993. Applicants should submit a letter of application, resume, and copies of transcripts to: East Arkansas Community College, Personnel Office, Forest City, AR 72333-8898. An EACC application form will be mailed to each applicant upon receipt of the resume. EACC is an AA/EEOC EMPLOYER.

Computer Science Faculty position in High Performance Computing. Florida State University Department of Computer Science seeks a full-time-track Assistant Professor to fill a tenure-track position. The position involves a blend of instruction and research in the area of high performance computing. Salary \$46,000-\$58,000. Send letter, vita and names and addresses of three references to: Dr. R. C. Lecher, Chair, Department of Computer Science, Florida State University, Tallahassee, FL 32306-4490. Deadline: July 25, 1992. For consideration, EACC is an Equal Opportunity, Affirmative Action Employer.

Computer Science McKendree College. McKendree College is seeking a full-time-track Assistant Professor for a position at the assistant professor level. The position involves a blend of instruction and research in the area of high performance computing. Salary \$46,000-\$58,000. Send letter, vita and names and addresses of three references to: Dr. R. C. Lecher, Chair, Department of Computer Science, McKendree College, 1201 North College Avenue, York, PA 17403. Deadline: July 25, 1992. For consideration, EACC is an Equal Opportunity, Affirmative Action Employer.

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ESL/EFL INSTRUCTORS/ MATERIALS DEVELOPERS

Openings for September 1992

Position Description: The BUEC offers a one-year preparatory program for all students entering the UAE University. The program includes an intensive EFL component to provide students with the basic English-language skills they will need at the University. The project offers excellent opportunities for qualified ESL/EFL teachers/materials developers who wish to be involved in an exciting teaching program and in ongoing materials preparation and program development.

Responsibilities: Positions for men and women involve teaching and responsibilities in the areas of materials development, testing, CALL, multimedia or video production, for use in EFL programs.

Qualifications: MA in Applied Linguistics, TESOL/TEFL or related field, with 3 years' teaching experience preferred. Significant experience in one of the areas of responsibility referred to above. Overseas experience an asset.

Salary/Benefits: Competitive salaries depending on experience and qualifications. Free of UAE taxes. Housing, utilities, furniture allowance, educational allowance for children, shipping allowance, free medical care, and annual repatriation will be provided. Two months of summer vacation OR the possibility of additional teaching with additional pay.

Send resume, letter of application indicating date of availability, copies of references with telephone contact numbers to:
Dr. Ali Al-Sharhan
Director of the Basic University Education Center
P.O. Box 17172 (English Unit)
Al Ain, United Arab Emirates
Fax (971-3) 655 443

APPLICATIONS SHOULD BE SENT BY FAX OR COURIER SERVICE BEFORE AUGUST 1, 1992.

SCRIPPS COLLEGE Claremont, California 91711

NON-TENURE TRACK POSITION IN INTERNATIONAL RELATIONS

Scripps College is a Humanities-oriented women's college in the Claremont Colleges Cluster. Non-tenure track position in International Relations, to start Fall 1992. Seeking a person broadly trained in Political Economy, who also has a firm grounding in a world region, with preference for Western Europe or a Third World area (Ph.D. preferred). Teaching load is five courses, including introduction to International Relations and courses in the person's specialty; additional joint responsibility for Senior Seminar. Superior teaching abilities and commitment to working closely with undergraduate women required. International Relations is a substantial major at Scripps College, with intense student interest. The college environment of the Claremont Colleges is outstanding. Applications, including curriculum vitae, graduate school transcript, letters of recommendation, and a sample of scholarly work, will be accepted until the position is filled. Send applications to Donald Crone, Dean of the Faculty, Scripps College, 1030 Columbia Avenue, Claremont, CA 91711. Scripps College is an equal opportunity, affirmative action employer which strongly invites and encourages applications from women and minorities.

LAREDO STATE UNIVERSITY

Graduate School of International Trade and Business Administration

POSITIONS AVAILABLE IN FALL, 1992

Management / International Management

Marketing / International Marketing

Finance / International Finance

Candidates with doctorates in the respective fields are preferred. Applicants who are bilingual in English and Spanish would have a decided advantage. Laredo State University, a campus of the Texas A&M University System, is an equal opportunity employer located on the Texas-Mexico border. The Graduate School offers M.A.'s in International Trade, International Banking, and General Business.

For curriculum vitae to Dr. Khosrow Fatemi, Dean, (512)725-3348. Telephone: (512)724-6429.

most Center, James Madison University. Responsibilities include assessment, individual and group therapy, consultation and outreach with students with alcohol/substance abuse concerns. The counselor will work closely with the Health Center and Health Education. Responsibilities also include general personal/counseling and training with the college population. Minimum of a Master's degree in counseling or related field, training and experience in substance abuse work and licensed or eligible for licensure in Virginia required. Send letter of application, vita and three letters of recommendation to: Ms. Teresa Gooden, Director, Health Center, James Madison University, Harrisonburg, VA 22807. Application deadline is August 15, 1992. JMU is an EEO/AAE employer.

Counseling/Academic Advising: Fordham University, Higher Education Opportunity Program. Two positions available. Starting September 1, 1992. I Academic Skills Coordinator. Responsibilities include monitoring the academic progress of students, providing academic workshops to enhance their mathematical/analytical skills, and assist them in the preparation of resumes. A Master's degree is required and previous experience in counseling is a plus. Send letter of application, vita and three letters of recommendation to: Dr. Cheryl E. Smith, Director, Higher Education Opportunity Program, 112 Schenck Boulevard, New York, NY 10025. For consideration, EACC is an Equal Opportunity, Affirmative Action Employer.

Counseling/Health Care: Fordham University, Higher Education Opportunity Program. Two positions available. Starting September 1, 1992. I Academic Skills Coordinator. Responsibilities include monitoring the academic progress of students, providing academic workshops to enhance their mathematical/analytical skills, and assist them in the preparation of resumes. A Master's degree is required and previous experience in counseling is a plus. Send letter of application, vita and three letters of recommendation to: Dr. Cheryl E. Smith, Director, Higher Education Opportunity Program, 112 Schenck Boulevard, New York, NY 10025. For consideration, EACC is an Equal Opportunity, Affirmative Action Employer.

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Virginia Polytechnic Institute and State University (Virginia Tech)

The R. B. Pamplin College of Business

Robert O. Goodykoontz Professor

Department of Marketing

The Department of Marketing in the R. B. Pamplin College of Business invites applications and nominations for the Robert O. Goodykoontz Professorship. Candidates should have an established record of scholarly research and effective teaching, have a doctorate in marketing or related field and be qualified to hold the rank of full professor at Virginia Tech.

Salary and benefits are competitive. The anticipated date of appointment is August 15, 1993. The search will remain open until the position is filled. Reviewing of applications will begin in November 1992.

Nominations and applications should be sent to:

Dr. Ruth Ann Smith, Chair
Search Committee
Department of Marketing
The R. B. Pamplin College of Business
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061-0286
(703) 231-6949

Virginia Polytechnic Institute and State University is an Affirmative Action Equal Opportunity Employer. The University takes its affirmative action seriously and is especially interested in receiving applications from women and people of color.

Associate Professor in Conflict Analysis & Resolution

The Institute for Conflict Analysis and Resolution at George Mason University seeks an Associate Professor in the field, for appointment as early as September 1992. Tenure negotiable. Salary commensurate with qualifications and experience.

The successful applicant will participate in the Institute's research and teaching programs at master's and doctoral levels and in the applied Practice and Theory Program. He or she will have an important role to play in the Institute's system of student advising and tutoring. Applicants from all relevant aspects of the field will be considered. Important qualities for applicants include a central interest in conflict development, demonstrated by publications in that area, together with substantial teaching experience in the field of conflict analysis.

The position is available from September 1992. Applications from women and minorities are strongly encouraged. Applicants should send a letter of application, a curriculum vitae, two examples of published work, and the names, addresses and phone numbers of three references. In order to ensure full consideration, all materials must be received no later than August 17, 1992.

Dr. Christopher Mitchell
Director
Institute for Conflict Analysis & Resolution
George Mason University
4400 University Avenue
Falls Church, Virginia 22030
Tel: (703) 1831-1300
Fax: (703) 1831-1302

MARY BALDWIN COLLEGE

ADULT DEGREE PROGRAM

FACULTY ADVISOR, BUSINESS

The Adult Degree Program of Mary Baldwin College, an innovative and dynamic liberal arts college, seeks a faculty advisor for its adult degree program in Business, Virginia.

QUALIFICATIONS: Candidates for the position should have either the MBA or a doctorate in Business, with teaching experience at the college level, and an expressed interest in working with adult students.

RESPONSIBILITIES: The successful candidate will provide academic advising to students enrolling in a variety of disciplines, provide individual and small group instruction in Business and Accounting, and serve as a member of the faculty Mary Baldwin College, located 90 miles north of Roanoke in Staunton, Virginia.

APPLICATION INFORMATION: This is an 11 month faculty position to begin July 1, 1993, with opportunities for part-time teaching in the 1993-94 academic year. Resumes should be sent to the Dean of the College, Mary Baldwin College, 1000 North Main Street, Staunton, VA 22573. For consideration, EACC is an Equal Opportunity, Affirmative Action Employer.

Dr. Pamela L. Richardson
Coordinator, Adult Degree Program
Mary Baldwin College, Adult Degree Program
920 SOUTH JEFFERSON, SUITE 300
ROANOKE, VIRGINIA 24016

Mary Baldwin College is an affirmative action, equal opportunity employer.

HEOP. Coordinates all aspects of HEOP (Higher Education Opportunity Program) program and will teach in the HEOP Summer Program. You will recruit and assist them in the preparation of resumes. A Master's degree is required and previous experience in counseling is a plus. Send letter of application, vita and three letters of recommendation to: Dr. Cheryl E. Smith, Director, Higher Education Opportunity Program, 112 Schenck Boulevard, New York, NY 10025. For consideration, EACC is an Equal Opportunity, Affirmative Action Employer.

Counseling/Academic Advising: Fordham University, Higher Education Opportunity Program. Two positions available. Starting September 1, 1992. I Academic Skills Coordinator. Responsibilities include monitoring the academic progress of students, providing academic workshops to enhance their mathematical/analytical skills, and assist them in the preparation of resumes. A Master's degree is required and previous experience in counseling is a plus. Send letter of application, vita and three letters of recommendation to: Dr. Cheryl E. Smith, Director, Higher Education Opportunity Program, 112 Schenck Boulevard, New York, NY 10025. For consideration, EACC is an Equal Opportunity, Affirmative Action Employer.

Counseling/Health Care: Fordham University, Higher Education Opportunity Program. Two positions available. Starting September 1, 1992. I Academic Skills Coordinator. Responsibilities include monitoring the academic progress of students, providing academic workshops to enhance their mathematical/analytical skills, and assist them in the preparation of resumes. A Master's degree is required and previous experience in counseling is a plus. Send letter of application, vita and three letters of recommendation to: Dr. Cheryl E. Smith, Director, Higher Education Opportunity Program, 112 Schenck Boulevard, New York, NY 10025. For consideration, EACC is an Equal Opportunity, Affirmative Action Employer.

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Florida Memorial College

15800 NORTHWEST 104TH AVENUE (LBJ/NEUR ROAD)
MIAMI, FLORIDA 33194

Florida Memorial College, a private, coeducational, four-year, historically Black, liberal arts institution in Florida, invites applications for the following positions to be filled by August 17, 1992.

Positions Available:
Business Administration
Social Sciences
Library & Computer Sciences
General College

Qualifications: Ph.D. degree in the field, with a minimum of five years' teaching experience in the field. A Ph.D. degree in the field is required for the position of Professor.

Salary: negotiable, excellent fringe benefits.

Deadline for applications: July 31, 1992.

Send letter of application, resume and three references to Dr. M. A. O'Rourke, Acting Vice President for Academic Affairs.

Florida Memorial College is an EEO/AA employer and encourages applications from women, Blacks and other minorities.

Food and Beverage Management

Faculty Position Tenure-track faculty position in the area of Food and Beverage Management, School of Hotel Administration, Cornell University.

Responsibilities: The primary course responsibility will involve teaching core courses in both the undergraduate and graduate curricula, in addition to developing and teaching elective courses in the area. Other responsibilities include research and publishing, monitoring graduate research, performing periodic assessments of administrative and advising functions in addition to serving on School committees.

Qualifications: Ph.D. degree in hotel and restaurant administration, or a related field is preferred upon entry into the position; established teaching record at the college or university level; related industry experience required. Applicants with a Ph.D. degree would be required to obtain a Ph.D. degree at Cornell University or other institutions prior to the granting of tenure.

Starting Date: August, 1993.

Rank and Salary: Professorial rank on tenure track; rank and salary negotiable; also-month term offers the opportunity to conduct research and visitations and to consult. Cornell's employee degree program provides a tuition waiver for the applicant who must acquire a Ph.D. degree prior to the granting of tenure.

Institution: One of nine colleges/schools at Cornell University, approximately 900 students in Bachelor's program and 70 in M.B.A. Master's and Doctoral programs; approximately 50 full-time faculty members.

Consider: Send letters of application, resume, and names and addresses of three references to:

Dr. Michael H. Redlin
Assistant Dean for Academic Affairs
School of Hotel Administration
Cornell University
Ithaca, NY 14853-0902

CORNELL UNIVERSITY

Affirmative Action/Equal Opportunity Employer

HUMANITIES/FINE ARTS INSTRUCTOR

RESPONSIBILITIES: To teach Humanities/Introduction to Fine Arts. May also have teaching assignments in English or Philosophy.

QUALIFICATIONS: Masters degree in the Arts, Humanities, or related field, plus teaching experience at the college level.

THE POSITION: This is a temporary one semester appointment effective August 21 through December 18, 1992. Salary commensurate with qualifications and experience. Liberal benefit package available including health, dental, life, TIAA/CREF retirement, and income protection plan.

TO APPLY: Send cover letter, resume, copies of transcripts and the names, addresses and phone numbers of at least three professional references to:

Personnel, Westark Community College, P.O. Box 3649, Fort Smith, AR 72913.

REVIEW OF APPLICATIONS WILL BEGIN IMMEDIATELY AND WILL CONTINUE UNTIL THE POSITION IS FILLED.
AA / EOE

Westark Community College

Westark Community College

Westark Community College

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The Faculty of Management is accepting applications for the following position:

DIRECTOR CAREER DEVELOPMENT OFFICE

Responsibilities: The overall management of the Career Development and Placement Office. Duties include developing potential employers for Bachelor of Commerce and Master's of Business Administration students and graduates, liaison with existing employers, source qualified candidates for employment, career counseling and development of publications and materials. Qualifications: Bachelor's degree in a related discipline, experience in career planning and placement, a good understanding of the Bachelor of Commerce and MBA environment and related career options, knowledge of employers and job search strategies.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

Salary: \$3,053-\$4,221/month.

The University of Calgary has an Employment Equity Program and encourages applications from all qualified candidates, including women, aboriginal people, visible minorities, and people with disabilities.

Apply in writing, providing a detailed resume citing Job #31 to:

Employment Relations Department
Room 840, Earth Sciences Building
The University of Calgary
2500 University Drive NW
Calgary, Alberta, CANADA T2N 1N4

Search Reopened Instructor, Foreign Language

Joliet Junior College is seeking applicants for an appointment beginning August 17, 1992. Minimum master's degree in a foreign language preferred. Two years' teaching experience at the college level, preferably in a community college. Experience with traditional and non-traditional students desirable. Joliet Junior College, that nation's oldest public junior college, is a dynamic comprehensive community college located 40 miles east of Chicago, serving a varied district encompassing approximately 1,500 square miles and 360,000 people. Joliet Junior College offers a wide variety of both degree and certificate programs to an enrollment of 10,200 students. Application deadline July 29, 1992. Applications and inquiries should be directed to:

Office of Human Resources
Joliet Junior College
1216 Houbolt Avenue
Joliet, IL 60436

An Equal Opportunity Employer

Joliet Junior College

Joliet Junior College

Joliet Junior College

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School of the Arts Writing Division

The School is conducting a search, anticipating the retirement of Robert Towers in June 1993, intended to bring to

THE UNIVERSITY OF TEXAS
AT BROWNSVILLE

The University of Texas at Brownsville announces the following positions:

Faculty – Educational Administration

Responsible for teaching and advising students pursuing a Master's degree or certificate in the area of educational administration. The person selected will work closely with the community as well as educational institutions at the local, regional and state levels.

Doctorate in Educational Administration with related areas of specialization in curriculum development and supervision required.

Successful public school administrative experience at the level

of principal, assistant superintendent and/or superintendent. Teaching experience should include a strong background as a classroom teacher at the elementary or secondary and university level(s). Tenure Track Position.

Faculty – Associate Degree Nursing

Four nursing instructors (full time) needed for Associate Degree Nursing Program for Fall 1992. At the Harlingen location, instructors needed for: 1) Maternal Child Nursing, and 2) Medical-Surgical Nursing.

Responsible for provide classroom instruction, clinical teaching and

Current State of Texas license as Registered Nurse required; Master of

Science in Nursing required; Teaching experience preferred.

Director of Human Resources

4 Texas at Brownsville
 401 Brown
 Brownsville, Texas 78520

Smoking is not permitted in any facility of the University.

 **Sacred**


**Heart
University**

Fairfield, Connecticut

Established in 1963, Sacred Heart University is an independent Catholic comprehensive university in beautiful Fairfield, Connecticut, serving a student population of about 4,300 students. In the third year of implementing comprehensive expansion plan, the University has experienced a surge

Both applications and enrollment and is adding residential housing, an athletic/recreational complex and is enhancing its academic programs. Sacred Heart University announces the opening of the position of Director of Development to begin a Special Gifts Campaign.

DIRECTOR OF DEVELOPMENT

The Director of Development position is a key senior official in the Institutional Advancement office. The Director will provide leadership to the entire

Institutional Advancement staff which includes involvement with alumni annual fund, foundation relations, major gifts, public relations and special events. Depending on experience, this position may evolve into an Executive Director of Development or an Assistant Vice President for Institutional Advancement.

A baccalaureate degree is required as is successful management experience in a quality advancement program that has conducted a major gifts or capital campaign. Ability to develop a highly productive staff through strong leadership.

Qualified applicants should submit a letter of application, 2 copies of

Office of Human Resources
Sacred Heart University
5151 Park Avenue

Fairfield, Connecticut 06432
Sacred Heart University is an Affirmative Action, Equal Opportunity Employer.
Women and Minorities Encouraged to Apply.

ern Connecticut State University, 501 | 19, 1411 Main Street, Kansas City, Mo.

Elementary Education: Teacher. Teach elementary school pupils academic, Islamic social, standards manipulation skills.

Counsel pupils on religious and academic problems when they arise and keep attendance and grade records as required by school board. Lecture, demonstrate and use audiovisual teaching aides to represent

subject matter to teach. Prepare, administer and correct tests and record results, teach Islamic Religion (Elementary School Level). Must wear purdah. This position requires that applicant be able to work 40

holders per week (8:00 p.m.-4:00 p.m.). Have a B.S. or B.A. in Elementary Education, possess a Missouri Teaching Certificate. The salary is \$19,000/year. Job order number for this job opportunity is 570136. Send resume and references to: **Dr. J. C. Smith, Assistant Director, I. C. Smith**

Missouri Division of Employment Security



Western State College of Colorado, Gunnison, Colorado 82302

DIRECTOR OF PHYSICAL PLANT

Western State College of Colorado, a public college of the liberal arts and sciences, serving 2,500 students, is located in a mountain community of 4,600, two hundred miles southwest of Denver.

The Director of Physical Plant is responsible for a physical plant consisting of 45 buildings, one million square feet, 132 landscaped acres, 200 adjacent acres and a 1,200-acre mountain. Responsible for renovation and construction of buildings; routine repair and maintenance of buildings, equipment, and grounds; development, planning, coordination, scheduling, supervision and administration of all phases of the Physical Plant. The Director reports to the Vice President for Administrative Services. The following staff and program areas report to the Director of Physical Plant:

- Housekeeping Services
- Grounds Department
- Safety and Security
- Tradesmen (electrical, plumbing, HVAC, carpentry)
- Boiler Plant Operation
- Fleet Vehicle Maintenance
- Warehouse

CREDENTIALS:

- Education—Certified Architect or Registered Engineer, preferred.
- Experience—Demonstrated experience in the construction and renovation process, from planning and bidding to supervision of contractors. In-depth experience with various state agencies; budget preparation and execution; supervision of building and mechanical trades.
- Management, leadership, planning and communication skills.

Salary and benefits competitive.

Nominations are invited. Send applications including letter of interest, philosophy statement of the role of the Physical Plant in an undergraduate, liberal arts institution, a resume, academic and professional credentials, and the names, addresses and telephone numbers of three recent references, none of whom will be contacted without permission of the candidate, to: Chair, Director of Physical Plant Search Committee, c/o Vice President of Administrative Services, 208 Taylor Hall, Western State College, Gunnison, Colorado 81231. Applications and nominations must be postmarked no later than August 15, 1992. The successful candidate is expected to assume the office as soon as possible, but no later than November 1, 1992.

Western State College is an Affirmative Action, Equal Opportunity Employer. The College strongly encourages the application of women and minorities.

SENIOR RESEARCH SCIENTIST—LINGUISTICS

EDUCATIONAL TESTING SERVICE (ETS), America's leading testing and educational research organization, has an urgent need for a Ph.D. in applied linguistics or related field to lead a language research group in its Division of Cognitive and Instructional Studies. This is a Senior Research Scientist position with responsibility for providing scientific and technical leadership in conceptualizing, designing, evaluating support for, conducting, and managing programs of research. This position includes disseminating the results and implications of research, especially in support of the Test of English as a Foreign Language program. The position comes at a time of growth and renewal at ETS and in the field, hence, the possibility of accomplishment is great.

Individuals applying for this job should have at least 9 years of independent research experience, including continuing and significant contributions to the field of study. Ability to plan for the development of their products and services relevant to language instruction and for the setting of research goals and priorities is important, as well as knowledge of available sources of funding and the ability to identify potential funding agencies to obtain funding. Extensive knowledge of linguistics, experimental design, and data analysis techniques and resources, sufficient to design, direct and evaluate major programs of research is essential. Knowledge and appreciation of the role of technology in language assessment, methodology, and research are desirable.

Educational Testing Service is located on an active campus in Princeton, NJ. It offers a stimulating environment for professional growth and advancement, plus excellent benefits and salary commensurate with experience. Please send resume, with salary requirements to: Mr. RANDY DAHLHOJ

EDUCATIONAL TESTING SERVICE
Roseland Road, Princeton, NJ 08541



Medicine: Associate Program Director General Surgery, Western State University School of Medicine, seeks an experienced faculty member who will serve as Associate Program Director for the general surgery residency program at Good Samaritan Hospital in Dayton, Ohio. The appointee will be responsible for all aspects of clinical activities related to the residency program at the institution. Appointee must be board certified by the American Board of Surgery and must have previous experience in surgical education and administration. Preference will be given to applicants with fellowship training in general surgery. Applicants must be able to teach and supervise residents in general surgery. Send resume and references to: Dr. J. Edgar Smith, Jr., Department of Surgery, Western State University School of Medicine, 600 South Main Street, Dayton, Ohio 45402.

Medicine: The University of Nebraska is seeking part-time physicians for the faculty of its Department of Pediatrics. Rank commensurate with qualifications. Letters of recommendation should be sent to: Dr. J. Edgar Smith, Jr., Department of Surgery, Western State University School of Medicine, 600 South Main Street, Dayton, Ohio 45402.

Medicine: The University of Nebraska is seeking part-time physicians for the faculty of its Department of Pediatrics. Rank commensurate with qualifications. Letters of recommendation should be sent to: Dr. J. Edgar Smith, Jr., Department of Surgery, Western State University School of Medicine, 600 South Main Street, Dayton, Ohio 45402.

**PRAIRIE STATE COLLEGE**

Prairie State College, a comprehensive community college in south suburban Chicago, invites applications for the following full-time administrative positions:

DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING
Reporting to the Executive Director of Institutional Development, the administrative position is responsible for the development and dissemination of institutional research, analytical studies and institutional planning-related materials. Minimum qualifications: Master's degree in social science, or related field; two years' experience in microcomputers and software packages for administrative/research applications including research design, statistical analysis, system design and data base management; graduate course work in statistical methods, research and design methodology and demonstrated ability to collect, report, and interpret demographic, quantitative and archival information. Preferred qualifications: doctorate or post master's study. Salary: \$29,573-\$33,270 depending on qualifications.

COORDINATOR OF FINANCIAL AID, VETERANS' AFFAIRS

Reporting to the Director of Campus and Student Life, the administrative position manages daily office operations, counseling students and parents, interpreting federal and state laws, directing work study program, supervising and training staff, preparing and certifying reports, processing available scholarships and providing direction for job placement. Minimum qualifications: Bachelor's degree in business, administration, social sciences or related field. Working knowledge of federal and state student aid programs and funding sources, including veterans. Excellent communication skills and computer literate with "hands on" experience. Preferred qualifications: One year's experience in microcomputers and with financial aid software. Working knowledge of job placement functions and services. Salary: \$24,800-\$28,500 depending on qualifications.

Interested applicants should submit letter of interest, resume, unofficial transcript and COMPLETED PRAIRIE STATE COLLEGE APPLICATION by Wednesday, August 5, 1992 to Office of Human Resources, PRAIRIE STATE COLLEGE, 202 South Halsted Street, Chicago Heights, IL 60411; (708) 709-3584(86). Prairie State College is an Equal Opportunity, Affirmative Action Employer.

CENTER DIRECTOR

Duluth Community College Center/Hibbing Community College

Duluth Community College Center, Duluth, Minnesota, is affiliated with Hibbing Community College, Hibbing, MN. Enrollment is approximately 1,000 students in transfer, occupational, cooperative, and continuing education programs.

Starting date: October 1, 1992

Responsibilities: Director is accountable for all programs and activities of the center; implementation of policies and decisions of the regional president, chancellor and Board; for compliance with federal and state regulations; and provides overall leadership to the college staff.

Qualifications: Master's Degree, with a doctorate degree from an accredited university preferred, plus teaching and administrative experience in a community college or similar educational setting.

Salary: \$35,200/12 month position. Full range of benefits included.

Application letter, resume, undergraduate and graduate transcripts, and three to five letters of recommendation must be received by August 7, 1992. Send to: Dr. Anthony Kurum, Provost, Hibbing Community College, 1515 E 25th Street, Hibbing, MN 55742; (218) 262-4701.

Interviews will be scheduled by the college after initial screening of all applications has been completed. Travel expenses are to be borne by the candidate.

Equal Opportunity and Affirmative Action Employer

DIRECTOR OF ACCOUNTING

Under general supervision of the Chief Fiscal Officer, responsible for management of operations of the Business Office, which includes supervision in areas of Accounts Payable, Accounts Receivable, Payroll and financial reports of the year-end financial statements and all other financial reports as required by State, Federal and TBR agencies; coordinate audits conducted at NSTCC; assist in operations of auxiliary enterprise operations, switched bank, safety and security and maintenance, coordinate with other departments for on and off campus registrations.

Bachelor's degree in accounting from a regionally accredited institution with three years of appropriate experience required. Master's or CPA with experience on Information Associate's software and computer/microcomputer experience preferred.

Send cover letter, copies of transcripts and an up-to-date resume to the Personnel Office, respondents will be sent a NSTCC application to be completed and returned by August 14th. Personnel Office, Northeast State Technical Community College, P. O. Box 246, Blountsville, Tennessee 37617.

AAEOB



A complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars — every week in The Chronicle.

Director of Alumni Affairs and Annual Giving

The University of Rochester, one of the country's distinguished, private research universities, is searching for an energetic, creative executive to direct its Alumni Affairs and Annual Giving programs. The director will plan, oversee implementation of, and evaluate programs, and in consultation with the Vice President for Enrollment, Placement, and Alumni Affairs and the Trustees' Place (the University Alumni governing board), set overall policy for the Alumni Association of over 70,000 members. Full partner with Development Office staff in planning and executing relevant aspects of the national Capital Campaign.

Strong management and communication skills are essential. Experience in alumni relations, fund raising, or in a related field in a college or university, or in an association is preferred. Graduate education a plus. Send resume to Search Coordinator, University of Rochester, P.O. Box 638 W, Rochester, New York 14642.

Equal Opportunity Employer (M/F)

UNIVERSITY OF
ROCHESTER

DIRECTOR OF RESOURCE DEVELOPMENT

MIDDLESEX COMMUNITY COLLEGE is a public college with campuses in Bedford and Lowell serving the northeast suburban region outside Boston. The College serves the largest population area of the state with nearly one-quarter of the state's population with a fifteen-mile radius.

The successful candidate will assume the administrative responsibilities for assisting in the identification of potential funding sources for the College, the preparation of assigned grant proposals, assisting communicating with agencies providing funds to the College, and providing internal communication regarding grants.

Qualifications must include Bachelor's degree, Master's preferred. Successful grant writing, knowledge of public and private funding sources, excellent interpersonal skills and an understanding and commitment to Equal Access/Equal Opportunity and demonstrated skills in written and oral communication.

Salary range \$38,000-\$50,000 for a 12-month year. Send letter, resume and materials supporting experience to:

Ms. Chiamian-Sperling
Dean of Staff and Program Development
MIDDLESEX COMMUNITY COLLEGE
Spring Road
Bedford, MA 01730

APPLICATION DEADLINE: 7/30/92

AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

perence preferred (private and class).
Detailed description of duties and responsibilities:
Part-time position (20 hours per week)
for applied studies. This position currently is a part-time position which through re-
structuring of applied students could become a
full-time appointment position. Review of ap-
plications will begin immediately and contin-
ue until an appointment is made. Contact:
William Plummer, Chair of Finance Search
Committee, Conservatory of Music, Cam-
bridge University, Columbus, Ohio 43209;
phone: (614) 236-6122.

Music Assistant Professor of Violin. One
year replacement beginning Fall 1992. Re-
quirements: Degree in Violin Performance (doc-
torate preferred), extensive experience as a
teacher, demonstrated skill as a teacher.
Teach violin and viola to both majors and
non-majors, persons as a member of the
Nevada State Arts Council (Nevada Arts),
chamber music, recruit students, teach
and supervise students in chamber music.
Additional appointment with the Las
Vegas Symphony. Salary commensurate
with qualifications. Send resume and three
letters of application, complete resume,
and a copy of performance with a self-
assessment, curriculum vitae, and letter of
recommendation to: Department of Music,
University of Nevada, Las Vegas, 455
Maryland Parkway, Las Vegas, Nevada
89154-5025. An EEO/AA Employer.

Music Teacher/Instructor position at Director
of Choral Activities and Instruction. Salary
small state university, effective September
1, 1992. Required: doctorate or MFA, demon-
strated excellence of musicianship and
knowledge of vocal techniques and vocal
techniques. Desirable: college-level teaching
experience, demonstrated leadership in
student recruitment. Send letter, vita, all
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Music Teacher/Instructor position at Director
of Choral Activities and Instruction. Salary
small state university, effective September
1, 1992. Required: doctorate or MFA, demon-
strated excellence of musicianship and
knowledge of vocal techniques and vocal
techniques. Desirable: college-level teaching
experience, demonstrated leadership in
student recruitment. Send letter, vita, all
degrees, transcripts, and letters of recom-
mendation, and a tape recording of
performance by the candidate. Application
should be sent to: Department of Music,
University of Nevada, Las Vegas, 455
Maryland Parkway, Las Vegas, Nevada
89154-5025. A complete list of the latest
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Competitive salary, excellent fringe benefits, and reserved parking. Position
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Patricia A. Keck
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Peirce Junior College
1420 Pine Street
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**BATES COLLEGE****Assistant Dean of Admissions/
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Bates College invites nominations and applications for an appointment to
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Bates College, located in Southern Maine, 140 miles north of Boston and
15 miles from the Maine coast, is a highly selective liberal arts college of
approximately 1,500 undergraduate students and 160 members of the faculty.
Bates is recognized among the nation's leading colleges of the liberal arts
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This position will involve the full range of admissions work: interviewing,
advising, reading, managing of geographic territories, and other
administrative responsibilities. We value energy, imagination, good com-
munication skills, the ability to write and speak with precision, some familiarity
with computing, and organizational/administrative skills.

We require a B.A. degree, and prefer a minimum of two years of
experience in admissions or a related field.

Please send a letter of application and resume by July 21, 1992.

Admissions Search Committee
Personnel Office
Bates College
217 Lane Hall
Lewiston, ME 04240

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Minorities and women are encouraged to apply.

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Keck, 1100 Pine Street, Bates
College, Lewiston, Maine 04240.
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Fax: (207) 753-1731.

DEAN OF STUDENTS**Butler County Community College
Butler, Pennsylvania**

Butler County Community College invites applications for the position of
Dean of Students. The Dean of Students is directly responsible to the
President of the College for the leadership of the College's Student Services
Program with primary responsibility for the supervision and management of
Housing/Admissions, Placement Testing and Advising, Financial Aid,
Counseling/Learning Center, Student Activities, Physical Development and
Athletics, and Child Care Services.

Butler County Community College, a comprehensive public community
college, currently enrolls 3,000 students in credit courses on Main Campus
and at three off-campus centers. Founded in 1965, the College's Main Cam-
pus is located on a 12-acre wooded campus just south of the City of Butler,
approximately 35 miles north of Pittsburgh, Pennsylvania. The College of-
fers two-year career and transfer programs, certificate programs, non-credit
and community service programs, and specialized programs for business and
industry.

Qualifications: Candidates must have an earned doctorate in Student Per-
sonnel Services, Higher Education Administration, or related discipline with
five years' responsible experience in higher education administration (prefer-
ably community college). Experience in two or more student personnel
areas preferred. Effective managerial, interpersonal, and communication
skills required. Candidates should have a familiarity with institutional prob-
lem solving, higher education issues, and collegiate relationships under col-
lective bargaining.

Interested applicants should send a letter of application and current resume
to: Office of the President, Butler County Community College, P. O.
Box 1203, Butler, PA 16003-1203. Applications are due AUGUST 31,
1992.

Butler County Community College is an Equal Opportunity,
Affirmative Action Employer.

DEAN OF THE GRADUATE SCHOOL**Tennessee State University**

Tennessee State University seeks a dynamic and creative administrator for the
Graduate School. The Dean reports to the Vice President for Academic Affairs
and is a member of the Council of Academic Affairs. The person chosen for
this position must be a seasoned administrator, qualified as an academic
manager, with emphasis in curricula design and management being essential.
The Dean should possess a record of scholarship. The institution seeks a
person with the ability to work with others, a person who can help to
further develop existing graduate programs and develop future doctoral and
master's degree programs. A Ph.D. is required with a reference in the Liberal
Arts or the Natural or Physical Sciences area. Candidate must be eligible for
appointment as a Professor in one of the graduate areas of the University.

Nominations and applications should be sent to:

Dr. Arthur Washington
Vice President for Academic Affairs
Tennessee State University
3550 John Marshall Blvd.
Nashville, Tennessee 37209-1561

Include letter expressing interest in the position; vita; and names, addresses
and telephone numbers of at least four references.

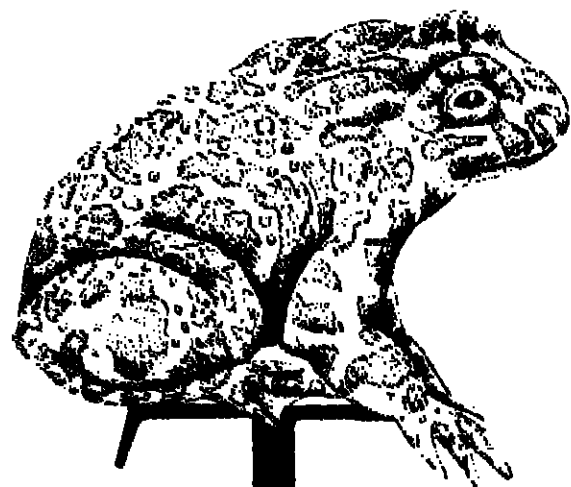
The position will be available September 1, 1992. The deadline for applica-
tions is August 1, 1992. The search committee will begin reviewing dossiers

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End Paper

Toads That Take



TWO YEARS AGO, while cutting the grass in my backyard with a power mower, I happened to run over a toad. By the time my fingers found the switch, the blades of the mower had slashed the animal badly. I do not regard myself as a sentimental person, but I was troubled as I bent down to examine it. It wasn't just that I had unwittingly killed an

ally against the hordes of mosquitoes, gnats, and flies that plague our summers. It was mostly the rush of blood that affected me, making it dramatically clear that what at first glance looked to be a clod of earth was actually a living being, unlike the cold, formaldehyde-filled frogs we had dissected in high-school biology class.

There in the backyard, I picked the toad up carefully and carried him to the shade of a nearby lilac bush. He was still alive, but did not move. No doubt by this time he was incapable of moving, yet it seemed to me rather that he chose not to move; indeed, he seemed to have a real dignity. When I had finished the mowing and returned to the lilac bush, I found the toad—as I had expected—dead, just in the spot where I had set him down.

It was one of those odd coincidences—or perhaps what Jungians would call one of those synchronistic events—that within a few weeks of the incident with the mower I came across a poem, "The Death of a Toad," by Richard Wilbur describing an experience very similar to mine.

The poem expresses very well both the sense of the toad's dignity that had so impressed me, and its essential earthiness. But what most delighted me was the poet's image of a lush prehistoric green world over which the toad presides; our neat suburban lawns appear as a diminished and tame setting for this visiting monarch from an earlier, grander, more vital world.

In that moment, Wilbur's poem turned me into a confirmed bufophile.

The text above is by Robert DeGraaff, a professor of Victorian literature at St. Lawrence University. It is excerpted from *The Book of the Toad: A Natural and Magical History of Toad-Human Relations*. The book is published by the Park Street Press.



"LEAPING TOAD" BY RUDY REIFEN

Land on Their Feet

Government & Politics

age from a two-year to a four-year institution will hurt Fort Valley State College.

Likewise, black-college leaders say that the failure of states to offer more graduate and professional programs at institutions like Albany State College and Jackson State University is designed to limit their growth. One public black-college president, who asked not to be identified, says state leaders want black colleges "to shoulder all the burden" of educating

"Any kind of indication of mismanagement or failure to develop and maintain a good institution will give people reasons for doing what they wanted to do in the first place."

poorly prepared black students, without giving black colleges any of the prestigious programs that would attract corporate support and top-notch students of all races. "I'm still not sure most state leaders understand what our colleges can do," the president adds.

Some Are Less Vulnerable

In evaluating which public black colleges may be most vulnerable right now—because of both the Supreme Court decision and other factors—several variables come into play.

L. A. Torrence, executive assistant to the chancellor at the University of Arkansas at Pine Bluff, says the fact that Pine Bluff is part of a university system and is the only public black college in the state makes it less vulnerable than some other colleges.

Patrice View, says President Julius W. Beeson, Jr., is similarly protected by being part of the Texas A&M University System.

The relative strength of black legislators is also expected to be a factor that will help some public black institutions. Howard Otter Rawlings, chairman of the Maryland Legislative Black Caucus and vice-chairman of the House of Delegates Appropriations Committee, says black lawmakers "have very clearly defined to our colleagues" the priority they place on black colleges.

White Students Recruited

Alabama State Sen. Earl Hilliard says the goal of black legislators is to see black colleges truly excel. "We have to make sure they grow horizontally and vertically, that they grow financially, in every respect that white universities grow," he says.

Another strategy that may help black colleges is recruiting white students. Albert N. Whiting, author of *Guardians of the Flame: Historically Black Colleges Yesterday, Today, and Tomorrow*, says legislators are much more likely to support black colleges that have significant enrollments of white students.

Mr. Whiting, who was president of North Carolina Central for 17 years before retiring in 1983, says legislators were constantly trying to close that institution's law school—until white students started to enroll. "Once I had a white presence, I had no trouble getting appropriations."

Geography may play a role in determining which black colleges can attract white students. William A. Blakey, a Washington lobbyist who represents many black institutions, notes that many of the black colleges that have been most successful in attracting white students—Bowie State

WASHINGTON ALMANAC

In Federal Agencies

Energy research. The Energy Department has proposed rules that amend existing regulations governing the Office of Energy Research Financial Assistance Program, which gives awards for energy research and educational programs. Comments must be received by August 7 (*Federal Register*, July 8, Pages 30, 171-3).

Pell Grants. The Education Department has issued final rules that allow those who served on active duty in the Persian Gulf war to be in the special-conditions category in the calculation of the amount of their grants (*Federal Register*, June 25, Pages 28, 548-49).

Student aid. The Education Department has issued final rules that amend existing regulations governing eligibility for federal student grants. The rules would make ineligible for grants individuals who are in default on federal debts, and would impose other restrictions (*Federal Register*, July 8, Pages 30, 328-44).

Student loans. The Department of Health and Human Services has issued final rules that amend existing regulations governing the Health Education Assistance Loan Program, which provides loans to students in schools of medicine and other health-related professions (*Federal Register*, June 29, Pages 28, 789-800).

Veterans' education. The Department of Veterans Affairs has issued final rules that amend existing regulations governing eligibility for educational assistance under the Montgomery GI Bill-Active Duty (*Federal Register*, June 30, Pages 29, 625-6).

Veterans' education. The Department of Veterans Affairs has issued final rules that amend existing regulations determining whether an individual is entitled to change educational programs and still receive veterans' education benefits (*Federal Register*, June 30, Pages 29, 626-7).

Veterans' education. The Department of Veterans Affairs has issued final rules that implement the Veterans Education and Employment Amendments of 1989, which affect educational programs and eligibility for financial assistance (*Federal Register*, July 7, Pages 29, 798-804).

Congressional Hearings

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

SENATE

Federal data bases. July 23. Hearing on S 2813, which is the

equivalent of H.R. 2772. Contact: Senate Rules and Administration Committee; (202) 224-6352.

HOUSE OF REPRESENTATIVES

Federal data bases. July 23.

Hearings on H.R. 2772, which would authorize the establishment of an on-line service in the Government Printing Office to provide public access to federal data bases. Contact: House Administration Committee; (202) 225-2061.

Foreign students. July 21-22. Hearings on proposals to change the tax treatment of foreigners, including foreign students receiving grants from non-American sources. Contact: House Committee on Ways and Means; (202) 225-3625.

New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Aeronautical research. H.R. 551 would authorize the National Aeronautics and Space Administration and the Department of Defense to establish a joint aeronautical research and development program. The bill would also authorize the establishment of an advisory committee with representatives from business, government, and universities. By Representatives Lewis (R-Ill.) and McCurdy (D-Okla.).

Agriculture research. H.R. 5554 would authorize the consolidation of three departments of Agriculture units—the Agricultural Research Service, the Cooperative State Research Service, and the Extension Service—into the Agriculture Research and Extension Service. By Representative Santorum (R-Pa.).

Antitrust law. H.R. 5391 would exempt from federal antitrust laws colleges that cooperate in determining financial-aid offers for applicants. By Representative Towns (D-N.Y.).

Biomedical research. H.R. 5495 would amend the Public Health Service Act to reauthorize the National Institutes of Health and lift a ban on federal support for fetal-tissue research in one year, if President Bush's plan to supply the tissue does not work. By Representative Waxman (D-Cal.) and 42 others.

Cancer research. H.R. 5340 would authorize \$2.2-billion in spending on the National Cancer Institute for fiscal year 1993 for research and education on breast cancer, gynecological cancers, and prostate cancer. By Representative Smith (R-N.J.) and 26 others.

Computer networks. H.R. 5344 would authorize the National Science Foundation to accelerate the development of the National Research and Education Network. By Representative Boucher (D-Va.) and nine others.

Discrimination. H.R. 5218 would prohibit the military from discriminating on the basis of sexual orientation. By Representative Schroeder (D-Colo.) and 32 others.

Educational exchange. H.R. 5406 would restrict the President's authority to interfere with American scholars' efforts to meet with foreign scholars. By Representative Berman (D-Cal.) and 20 others.

Education of the deaf. H.R. 5379 would reauthorize the Education of the Deaf Act and authorize new programs for the deaf at Gallaudet University and the National Technical Institute for the Deaf. By Representatives Goodling (R-Pa.) and Ballenger (R-N.C.).

Education of the deaf. H.R. 5483 would amend the Education of the Deaf Act by modifying current programs at Gallaudet University and the National Technical Institute for the Deaf, and by making applicable to those programs certain provisions of the Individuals With Disabilities Education Act. By Representative Owens (D-N.Y.).

Environmental research. H.R. 5389 would authorize the creation of a center to collect information and promote research on conservation and development. By Representative Scheuer (D-N.Y.) and 14 others.

Job training. H.R. 5310 would authorize \$2-billion in payments to states for education, job-training, and technology-transfer programs to help military workers who are losing their jobs because of cuts in defense spending. By Representative Bacchus (D-Fla.).

Job training. H.R. 5329 would authorize \$1-billion in spending through the Job Training Partnership Act for job-training and employment-assistance programs for military workers who are losing their jobs because of cuts in defense spending. By Representative Perkins (D-Ky.).

Marine research. H.R. 5351 would extend the Regional Marine Research Program—which is supported by federal, state, and private grants—to the Great Lakes. By Representative Davis (R-Mich.) and seven others.

National Archives. H.R. 5356 would reauthorize the National Archives and Records Administration. By Representatives Wise (D-W.Va.) and Canyers (D-Mich.).

Scholarship programs. H.R. 5331 would authorize grants to establish local volunteer-operated groups to solicit donations for scholarships to help youths finish high school and attend college. By Representative Weber (R-Minn.) and Penny (D-Minn.).

Science. H.R. 5529 would authorize the establishment of a Cabinet-level Department of Science, Space, Energy, and Technology that would combine the independent science agencies with the research branch of the Department of Energy. By Representative Walker (R-Pa.) and three others.

Unrelated-business income tax. H.R. 5308 would impose a moratorium on applying the unrelated-business income tax on sponsorship payments received by tax-exempt organizations to support public events. By Representative Chandler (R-Wash.) and six others.

SENATE

Biomedical research. S 2899 is the equivalent of H.R. 5495. By Senator Kennedy (D-Mass.) and three others.

Black colleges. S 2846 would require the designation of at least five historically black colleges and universities as centers for federally supported research and development so that the institutions would receive more federal research grants. By Senator Mikulski (D-Md.).

Brain research. S 2949 would amend the Public Health Service Act to authorize the expansion of research into traumatic brain injuries, treatment of patients, and ways to prevent complications from such injuries. By Senators Kennedy (D-Mass.) and Inouye (D-Hawaii).

Environmental science. S 2891 would authorize the Environmental Protection Agency to establish programs at universities to train personnel from the Defense and Energy Departments to work on environmental issues. By Senator Dole (R-Kan.) and four others.

Environmental science. S 2866 would authorize the establishment of a program called ADERP to link universities, foreign institutions, and Department of Energy laboratories in efforts to help developing nations acquire environmentally sound technologies. By Senator Domenici (R-N.M.) and three others.

Federal data bases. S 2813 would authorize the Government Printing Office to establish an electronic network to improve public access to federal data bases and to allow instant on-line access to the Congressional Record and the *Federal Register*. By Senator Gore (D-Tenn.) and three others.

Job training. S 2803 is the equivalent of H.R. 5310. By Senator Graham (D-Pa.).

who to see, and you are less likely to walk on a land mine."

Mr. Torrence of Pine Bluff says that black colleges themselves can determine their success. Whether it is fair or not, he says, college officials must realize that they will be closely scrutinized and that "any kind of indication of mismanagement will give people reasons for doing what they wanted to do in the first place."

Others say black colleges must focus more on setting ambitious goals. Says Rickey Hill, chairman of the political-science department at South Carolina State University: "Black colleges have been defined historically by a paternalism that has said that the schools don't need the best equipment or high-quality faculty."

Too many administrators, he says, have acquiesced in that view and allowed an "acceptable level of mediocrity" to exist at the institutions, leaving them hamstrung by a lack of vision.

"We have to look at what sort of niche we want to have, and how we see ourselves in the future," Mr. Hill says. "The difference has to be in the leadership."

Besides recruiting more white students, black-college officials say they and their supporters can do other things to help their institutions. J. Clay Smith, Jr., counsel to the National Association for Equal Opportunity in Higher Education, says the vagueness of the Supreme Court ruling means that the future of black colleges is, as it was before the ruling, a political question.

"If the question is going to be a political question, black colleges have got to face the reality and deal with it politically," he says.

Future Rests With Governing Boards

Mr. Blakey, the Washington lobbyist, says that a big part of the responsibility for the future of black colleges will rest with the governing boards. He urges those boards to seek out presidents who will stay in their jobs for a long time. He notes that many of the recent controversies have taken place at black colleges with rapid turnover in top positions.

With a long-term president, he says, "you build up political chits, you know

University, Kentucky State University, Lincoln University in Missouri, and West Virginia State College—are located outside the deep South, where resistance to desegregation was not as strong as it was in states like Mississippi.

In some places, Mr. Blakey says, many white students will never enroll at a historically black institution because "no matter what the tuition is or what the program is, they will say, 'I'm not going to that nigger school.'"

Some presidents stress that black colleges should not have to attract white students to make the institutions more acceptable to legislators. William H. Harris, president of Texas Southern University, notes that every college or university is dominated by some ethnic group.

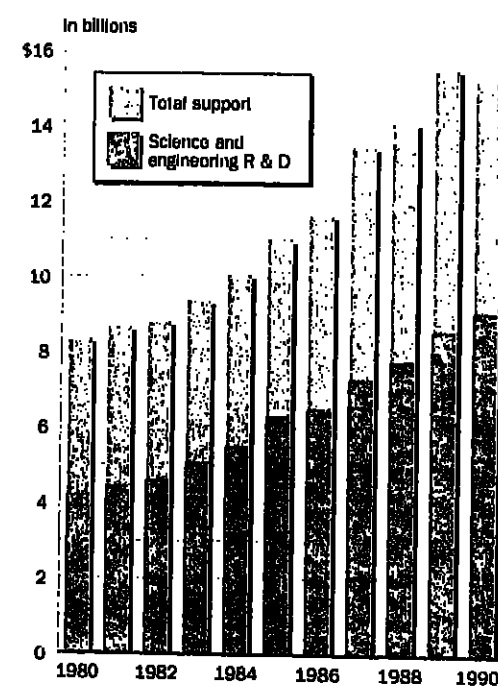
"We don't have any interest in denying access to any group of people, but the founding mission was to provide educational opportunities to black people," he says. "I have an interest in all white students who wish to come, but their presence in no way validates the quality of this institution."

Federal Support for Colleges and Universities, Fiscal Year 1990

Support by Agency

Agency	Total		Science and engineering research and development	
	Amount	Proportion	Amount	Proportion
Department of Agriculture	\$769,763,000	5.1%	\$349,121,000	3.9%
Department of Commerce	115,648,000	0.8	97,251,000	1.1
Department of Defense	1,342,180,000	8.8	1,196,878,000	13.3
Department of Education	4,656,709,000	30.6	71,301,000	0.8
Department of Energy	572,562,000	3.8	512,376,000	5.7
Environmental Protection Agency	93,622,000	0.6	87,104,000	1.0
Department of Health and Human Services	5,506,001,000	36.2	4,774,514,000	52.9
Department of Housing and Urban Development	115,000	—	100,000	—
Department of the Interior	74,578,000	0.5	57,755,000	0.6
Agency for International Development	47,389,000	0.3	47,389,000	0.5
Department of Labor	11,293,000	—	8,638,000	0.1
National Aeronautics and Space Administration	511,250,000	3.4	470,746,000	5.2
National Science Foundation	1,445,079,000	9.5	1,304,613,000	14.4
Nuclear Regulatory Commission	4,626,000	—	4,626,000	—
Department of Transportation	53,738,000	0.4	48,635,000	0.5
Total	\$16,204,683,000	100.0%	\$9,031,047,000	100.0%

Trends in Support



* The decrease from 1989 to 1990 is largely due to a drop in support for Education Department student aid programs. The programs are funded on a multi-year basis and support can fluctuate significantly from year to year.

The Top 100 Institutions in Federal Support

Research & development*		Total federal support		Research & development*		Total federal support	
Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank
Johns Hopkins U.	\$470,835,000	1	\$816,048,000	1	U of Cincinnati	\$38,674,000	76
Stanford U.	247,992,000	2	280,484,000	2	U of California, Irvine	53,429,000	51
U of Washington	217,291,000	4	263,026,000	3	North Carolina State U.	43,468,000	66
Massachusetts Inst. of Technology	218,318,000	3	247,656,000	4	New Mexico State U.	45,177,000	60
U of Michigan	178,820,000	6	210,453,000	5	U of Illinois, Chicago	42,263,000	68
U of California, Los Angeles	176,735,000	5	205,843,000	6	U of Puerto Rico, Regional Colleges Administration	373,000	387
Cornell U.	144,749,000	12	196,481,000	7	U of Georgia	39,767,000	74
Howard U.	15,541,000	122	188,578,000	8	Emory U.	49,581,000	67
U of California, San Francisco	187,270,000	7	186,228,000	9	Oregon State U.	44,542,000	63
Pennsylvania State U.	136,764,000	16	184,948,000	10	Princeton U.	50,474,000	65
U of California, San Diego	185,224,000	8	184,033,000	11	Iowa State U.	28,916,000	89
U of Wisconsin, Madison	155,175,000	9	183,443,000	12	Georgia Inst. of Technology	54,271,000	50
Columbia U.	137,495,000	15	181,694,000	13	Carnegie Mellon U.	50,025,000	56
Harvard U.	165,171,000	10	181,553,000	14	U of Texas Southwestern Medical Center, Dallas	50,504,000	54
U of Pennsylvania	148,085,000	13	176,329,000	15	Colorado State U.	40,820,000	72
Yale U.	142,483,000	14	164,044,000	16	U of Hawaii, Manoa	40,049,000	73
U of California, Berkeley	123,983,000	17	156,170,000	17	Woods Hole Oceanographic Institution	43,889,000	65
U of Pittsburgh	114,262,000	22	146,345,000	19	State U of New York, Stony Brook	45,888,000	59
U of Southern California	122,734,000	18	144,078,000	20	Virginia Commonwealth U.	42,678,000	67
U of Colorado	116,449,000	20	142,413,000	21	U of California, Santa Barbara	41,661,000	69
Washington U.	117,907,000	19	134,042,000	22	City U of New York, Mount Sinai School of Medicine	43,954,000	64
Duke U.	116,109,000	21	123,985,000	23	U of New York, Buffalo	38,281,000	78
U of North Carolina, Chapel Hill	100,183,000	25	131,020,000	24	Tufts U.	39,142,000	75
U of Chicago	104,074,000	23	121,378,000	25	Georgetown U.	28,740,000	80
U of Illinois, Urbana-Champaign	99,742,000	26	121,180,000	26	Rochester Inst. of Technology	1,806,000	263
U of Rochester	102,463,000	24	116,415,000	27	Brown U.	33,342,000	80
U of Arizona	92,824,000	28	116,217,000	28	Inter American U of Puerto Rico	0	—
U of Texas, Austin	93,401,000	27	109,480,000	29	U of Kansas	27,212,000	83
Ohio State U.	89,401,000	29	109,258,000	30	Temple U.	26,098,000	84
Indiana U.	81,435,000	31	100,284,000	31	U of Texas Health Sciences Center, San Antonio	33,306,000	81
U of Iowa	76,762,000	30	93,991,000	32	Rochester U.	35,423,000	79
New York U.	75,749,000	31	92,792,000	33	U of Vermont	31,402,000	82
Michigan State U.	66,819,000	38	90,711,000	34	Florida State U.	27,531,000	82
Purdue U.	63,167,000	43	90,518,000	35	Washington State U.	20,560,000	102
Louisiana State U.	40,886,000	71	89,406,000	36	Idaho State U.	16,082,000	126
U of Alabama, Birmingham	74,529,000	32	88,825,000	37	Puerto Rico Junior College	0	—
U of Massachusetts	66,811,000	39	87,501,000	38	Dartmouth College	31,408,000	83
U of California, Davis	68,952,000	37	84,993,000	39	Total, 100 institutions	\$7,479,843,000	
U of Florida	56,063,000	40	84,222,000	40	Total, all institutions	\$9,031,047,000	
U of Maryland, College Park	64,723,000	41	83,268,000	41			
Case Western Reserve U.	71,283,000	34	82,839,000	42			
Vanderbilt U.	70,685,000	35	82,613,000	43			
Texas A&M U.	47,221,000	58	81,898,000	44			
U of Utah	65,280,000	40	81,783,000	45			
U of Miami	63,707,000	42	81,647,000	46			
Baylor College of Medicine	72,280,000	33	79,896,000	47			
California Inst. of Technology	69,228,000	36	77,235,000	48			
Northwestern U.	61,100,000	45	76,004,000	49			
Boston U.	59,380,000	47	76,650,000	50			
Yeshiva U.	67,045,000	38	75,080,000	51			
U of Tennessee	44,769,000	61	73,038,000	52			
U of Virginia	60,795,000	46	72,701,000	53			
Utah State U.	52,713,000	62	70,451,000	54			
U of Kentucky	28,375,000	87	70,400,000	55			
Rutgers U.	44,642,000	62	68,568,000	56			

* The figures cover only science and engineering, and exclude research-and-development support for such areas as the arts and humanities, and when future payment of money is required. The figures represent all categories of direct federal support to colleges and universities. They exclude federal support to students in the form of guaranteed student loans, but include such grant programs as Pell Grants and Supplemental Educational Opportunity Grants. The figures exclude funds obligated to federally funded research-and-development centers administered by higher-education institutions.

SOURCE: National Science Foundation

Government & Politics

STATE NOTES

- S.C. system chief proposes independence for 3 campuses
- Maryland won't appeal decision on minority scholarships
- Maine aid authority lowers application fees on student loans

The University of South Carolina system may be shrinking. John M. Palms, its president, has proposed that three of its four-year colleges be granted their independence.

Mr. Palms first proposed such a move for Coastal Carolina College, whose local advisory board requested the change last summer. The university's Board of Trustees endorsed the proposal last month, but it still needs to be approved by the General Assembly.

Mr. Palms then proposed that the board endorse a similar move for the campuses at Aiken and Spartanburg, which have not requested independence.

Mr. Palms said his decisions were based on an evaluation that began just over a year ago, when he became the university president. "Our Aiken, Coastal, and Spartanburg campuses are now unable to deliver their services as independent institutions," he said in a recent speech, adding that the university should focus its resources on the flagship Columbia campus and on the five regional two-year colleges.

Mr. Palms said the four-year colleges "increasingly have become independent institutions," noting that they are separately accredited and that each campus develops its own curriculum and faculty standards.

Reaction to the proposals has varied. Local advisory boards for the Spartanburg and Aiken campuses denounced them, citing the national recognition that the university affiliation offers their campuses.

However, Olin B. Sansbury, Jr., chancellor of the Spartanburg campus, said he had no strong opposition to Mr. Palms' plan. He said that he would "prefer to see the system maintained," but that quality could be preserved without the university ties.

—SALMA ABDELNOUR

Court or to try to defend their scholarship in federal district court. They decided on the latter course, saying they believed they could defend their policy successfully, even with the tough standard set by the appeals court.

Some civil-rights activists have feared that if Maryland took the case to the Supreme Court, that court would find all minority scholarships to be illegal.

After the General Accounting

Office completes a study on minority scholarships, Education Secretary Lamar Alexander is expected to issue guidelines for colleges on the legality of offering such awards.

—SCOTT JASCHIK

The Finance Authority of Maine has cut its student-loan application fees to be more competitive with the Maine State Employees Credit Union,

which will begin offering student loans this year.

The authority has cut its application fee from 3 per cent of the loan amount to 2 per cent, said Charles A. Mercer, authority spokesman. The credit union's application fee will be 1 per cent.

Application fees generate about \$1.3-million for the authority and help subsidize other aid programs, including the Maine Grant Program.

"We have decided that it's in our interest to be as competitive as we can, recognizing that the survival of all our programs is at stake," said Mr. Mercer. That will mean cutting expenses "to the absolute minimum necessary" and heightening collection efforts.

The credit union's decision, he said, eventually will force taxpayers "to cough up more money for those programs."

Gov. John R. McKernan, some state lawmakers, and Mr. Mercer also criticized the credit union for picking the Great Lakes Higher Education Corporation, in Madison, Wis., to administer the loans.

Gaston C. Lesperance, president of the credit union—the state's largest—said his credit union was not being disloyal to the state, but was merely taking advantage of a better deal from Great Lakes.

"We try to keep Maine money in Maine, but there are certain things that have to be done by outsiders," Mr. Lesperance said. "This was purely a business decision."

—JOYE MERCER

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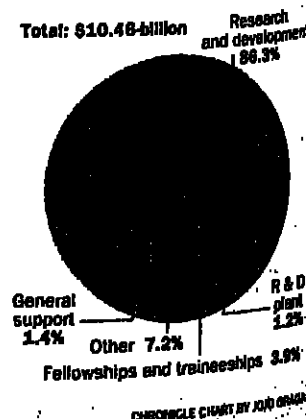
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Support for Academic Science and Engineering



Colleges Are Left Guessing as California Struggles to Adopt a Budget

By KIT LIVELY

Political gridlock left California without a budget as it started its fiscal year this month, forcing the state to pay bills with IOU's and leaving colleges guessing about how much money they will receive for the next academic year.

Last week, students were paying tuition bills without knowing what the final charges will be. Four campuses announced enrollment restrictions to offset expected cuts.

"It is difficult to proceed in any definitive direction when we do not have a budget. All options are on the table," said Michael J. Alva, spokesman for the nine-campus University of California system.

California was one of four states that began their fiscal years without a budget. In Florida, legislators passed a budget July 1, while Massachusetts and Rhode Island ex-

pect final action soon. Both states have appropriated money to pay expenses until a budget is signed. California, however, had no cash to tide it over. Instead it ended its year with a deficit of more than \$4-billion.

Months of Sparring

Where to make those cuts is the question that had Republican Gov. Pete Wilson and a Democrat-controlled Assembly sparring through the spring and summer. Observers said a truce—and a budget—might not come for weeks.

The uncertainty left higher-education officials unable to answer such basic questions as how much to charge for tuition for the fall term, how many classes to offer all year, and how employees will be paid on July 31, the next payday.

Frustration, incredulity, and wry

humor surfaced in people's descriptions of the situation. Said Ann Reed, spokeswoman for the California Community Colleges: "Everything circles around the budget, and when the budget gets jammed everything goes into limbo."

She said community-college students registering for the fall term paid the 1991-92 tuition rate, although the Legislature is expected eventually to raise fees. If that happens, students will have to be billed again. California State University campuses that pre-register students face the same possibility.

Then there's the question of paychecks. College employees haven't had a payday since the state started issuing IOU's to pay some state employees and cover other debts. Even spokesmen for the state's financial agencies aren't sure what will happen if a budget has not been adopted by the next pay date. Banks have said they will honor the IOU's for about a month, but it is unclear what will happen if the stalemate drags beyond that.

"It's a real crisis. There's absolutely no doubt about that," said Michael R. Seitz, professor of communicative disorders at San Diego State University and presi-

dent of the campus chapter of the California Faculty Association.

"The short effect is having no money to keep yourself and your family eating and sleeping and paying bills," he said.

Beyond that, he said he abhorred the possibility that tenured and tenure-track faculty members could be laid off, as has been proposed on his campus and others in the California State system.

Quality and Access

Many people echoed his concern that the fiscal problems would erode student access and hurt academic quality—two historically treasured hallmarks of California's public-college systems, which educate one of every nine American college students.

"Can you imagine how many students aren't going to be able to get into the universities?" asked a professional employee at San Francisco State University who asked that her name not be used.

"I have two sons attending this university. I don't know how this is going to hurt them. As a mother and employee, I am completely appalled at what is going on."

One example of reduced access came when four campuses in the

Government & Politics

California State system announced last week that they would take applications for the spring term the 1992-93 academic year to avoid over-enrolling when deep budget cuts are likely.

Schools Versus Universities

A key point in the state's proposal by Governor Wilson to cut public-school and community college allocations by \$2.5 billion to free money for other state programs, including universities, prisons, health and social services.

The proposal points up differences in legal protection given different levels of public education.

The state Constitution guarantees money for public schools and community colleges, but not universities—unless the Governor and Legislature agree to support the provision. That lack of protection is less of a problem for the University of California, which gets less than 40 per cent of its operating budget from the state, than for the California State system, which relies on the state for almost all its operating budget.

Ms. Reed of the community-college system said the situation was "like a family of 12 when there only one pork chop on the table there are going to be disagreements."

Give & Take

Over some objections, the University of Arizona will name a building after the family of a man suspected of having been involved in a notorious murder 16 years ago.

A foundation created by Kemper Marley, a rancher and liquor dealer who died in 1976, gave \$2 million to the university in April. The university is using the money to complete an agricultural building that officials have decided to name the Marley Building.

Law-enforcement officials have investigated whether Mr. Marley was involved in a 1976 car bombing that killed a reporter for *The Arizona Republic*, Don Bolles, who had written articles linking Mr. Marley to the crime.

Mr. Marley was never charged with murder. But John Harvey Stanton, who was convicted of the crime, claimed Mr. Marley had "like a family of 12 when there only one pork chop on the table there are going to be disagreements."

Some professors have objected to naming a building after someone with possible ties to a murder. And a few local newspapers have questioned the university's decision.

University officials stress that Mr. Marley was never charged and that the building is not being named in his honor, but for his family. The Arizona Board of Regents voted unanimously to support the university's plan.

"They were aware of Marley's controversial past," says Dana L. Weaver, communications editor for the University of Arizona Foundation. "But because the Marley family had made significant contributions to agriculture and the university over past years, they thought the building naming was appropriate."

"They were aware of Marley's controversial past," says Dana L. Weaver, communications editor for the University of Arizona Foundation.

But because the Marley family had made significant contributions to agriculture and the university over past years, they thought the building naming was appropriate.

An alumnus has given the Harvard Law School \$3-million, saying he hoped the money would "expand and accelerate" Harvard's efforts to hire more women and minority-group members.

The gift, from Reginald F. Lewis, chairman and chief executive officer of the Beatrice International Holdings Inc., came barely a week after the school severed its connection with a tenured professor who had gone on leave to protest the lack of diversity among the university's law faculty.

The donation is the largest the law school has ever received from a single individual. Harvard said it would establish an international-law center named after Mr. Lewis and rename a building in his honor—the law at Harvard to be named for a black person.

Mr. Lewis said he supported the campaign of Derrick Bell, the pathic Medicine. "We cannot have an institution that is held hostage to the whims of the legislature."

"I cannot in good conscience ever be dependent on the state again," said Dr. Finkelstein of the Philadelphia College of Osteopathic Medicine. "We cannot have an institution that is held hostage to the whims of the legislature."

He said his gift to Glassboro reflected his interest in "creating something new" in southern New Jersey, where his company has its headquarters, and which lacks a public engineering college.

He had high praise for MIT but said "it Continued on Following Page

Business & Philanthropy

N.J. Public College Gets \$100-Million and a New Name

Gift to Glassboro State is among largest ever to an institution

By GOLDIE BLUMENSTYK

Glassboro State College will soon be \$100-million richer, thanks to the generosity of a New Jersey businessman who said he had chosen the institution because he respected its management and believed in its promise. And because college officials asked him for money.

"I didn't seek out Glassboro. They sought out me," said Henry M. Rowan, who along with his wife, Betty L. Rowan, is making the gift.

"I'm not a great philanthropist," Mr. Rowan said in an interview last week, after announcing the gift. "We just made some money working hard, and I'd like to see it do some good in the world."

The gift, made up of cash and stock in his companies, will be added to the college's endowment, raising its worth considerably from its current value of about \$500,000.

Engineering School to Be Added

At Mr. Rowan's request, the college initially will use the income from the endowment to create an engineering school and to provide scholarships to the children of the employees of his company, Inductotherm Industries.

The company, which he and his wife founded in New Jersey in 1954 and now also has operations in 15 other countries, manufactures induction furnaces used to develop industrial metals.

The college's Board of Trustees has also voted to change the name of the institution to Rowan College of New Jersey, effective September 1, subject to state approval.

The gift is the second- or third-largest gift ever made to a college, depending on how other gifts are valued.

Mr. Rowan has no formal ties to Glassboro. He attended Williams College but World War II interrupted his studies. He became a military pilot, and after the war completed his undergraduate education in electrical engineering at the Massachusetts Institute of Technology.

Glassboro officials said they had first approached him in 1990.

'Creating Something New'

College officials told Mr. Rowan that for \$10-million, they would name a new library after him, said the president, Herman D. James. They later discussed a gift of \$20- to \$30-million for the business school. When college officials learned Mr. Rowan was considering a \$100-million gift, they offered to rename the college for him.

Mr. Rowan said he had no history as a benefactor to higher education, describing his contributions as "fairly normal." He said he had occasionally made gifts of \$1,000 to MIT.

He said his gift to Glassboro reflected his interest in "creating something new" in southern New Jersey, where his company has its headquarters, and which lacks a public engineering college.

He had high praise for MIT but said "it Continued on Following Page



Henry M. Rowan (right) came to Glassboro State College to announce his \$100-million gift. With him, from left, are New Jersey's Gov. James J. Florio, Glassboro's President Herman D. James, Betty L. Rowan, and Edward D. Goldberg, chancellor of the state's Department of Higher Education.

2 Former Officials of Investment Group With Ties to a Mich. University Charged With Embezzlement

By JULIE L. NICKLIN

Two former top officials of an investment company tied to Michigan Technological University were arrested last week and charged with embezzling more than \$97,000 from the company.

Attorney General Frank J. Kelley charged the former officials of the Ventures Group, a for-profit company, with five counts of embezzlement and two counts of conspiracy.

Ventures, which invests largely in local businesses, is owned by Michigan Tech's Educational Support Institute. Using a portion of its endowment, the university created the institute as a non-profit corporation in 1986 to help manage its gifts.

Critics, including professors and community leaders, have charged that Ventures' two top officials—Edward J. Koepel and Clark Pellegrini—used business deals for personal gain while it was losing money. Mr. Koepel, Ventures' former president, left the company last year to start his own business. Mr. Koepel, Ventures' chief executive officer, also resigned but continued working there as a consultant.

Both Mr. Pellegrini and Mr. Koepel pleaded not guilty and were released after agreeing to appear at a court hearing next

month. If convicted, each faces a maximum penalty of 10 years in prison and a \$135,000 fine.

Neither Mr. Pellegrini nor Mr. Koepel could be reached for comment. Mr. Pellegrini's lawyer, Harold Z. Gurewitz, said his client would be vindicated. Mr. Koepel previously denied any wrongdoing.

New Calls for Dismantling

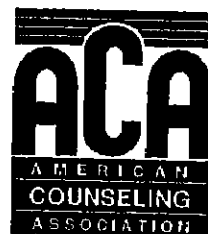
Michigan Tech's president, Curtis J. Tompkins, declined to comment because the problems did not occur under his administration. He became president of Michigan Tech in September. A statement released by the university said officials were pleased that the organizational structure of MSI and Ventures had been deemed legal by the Attorney General. But the charges led some professors to renew calls for Ventures to be dismantled.

The president of Ventures, Jon D. Marson, said the company was correcting past problems. He said that Ventures had sold some assets to "stabilize its cash flow," and that MSI was monitoring its operations.

"I would hope the charges don't scare other universities away from doing similar types of projects," he added. "I still believe the concept is an excellent one."

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On July 1, 1992, the American Association for Counseling and Development (AACD) became the:

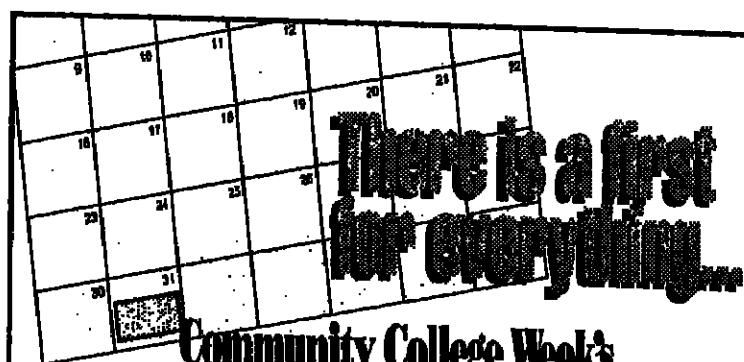


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Network That Started Regent U. Gives It Over \$116-Million

VIRGINIA BEACH, VA. Regent University announced last week that it had received a gift worth more than \$116-million from the Christian Broadcasting Network—the organization that founded the institution in 1977 and had annually subsidized its operations.

David Gyertson, Regent's president, said that with the gift, the graduate-level institution would no longer have to rely on CBN for routine support. Accrediting agencies have questioned Regent's financial dependence on CBN.

The gift, announced by CBN Chairman Pat Robertson, included cash and a note that CBN has held from its 1990 sale of The Family Channel to International Family Entertainment Inc. The note is convertible to nine million shares of stock in the parent company, worth nearly \$116-million on June 30, the day the note was transferred to Regent.

N.J. Public College Gets \$100-Million and a New Name

Continued From Preceding Page was far more exciting and far more fun to start from scratch."

Glenn P. Strehle, vice-president for resource development at MIT, said the institute was not upset that an alumnus had passed it over. Mr. Rowan is "a good friend of MIT's," he said. "We're certainly delighted he's supporting the college in New Jersey."

Mr. James, Glassboro's president, said the college expected to receive at least 25 per cent of the gift in cash by this week and the rest "over a few years."

He said the college planned to issue bonds to build the new engineering school and then use money from the endowment's earnings to make the payments and cover the school's operating costs for a few years. He hopes the state will eventually assume those operating costs, allowing Glassboro to develop a school of communications, invite visiting professors, and expand teacher-education programs, for which the college of 9,800 students has long been known.

The Rowans stipulated that the endowment income could not be used to make up the college's budget in the event that its state support is reduced "disproportionately" to other state institutions.

Although some alumni and faculty members said they had "mixed emotions" about the school's name change, the gift has generated excitement on the campus.

The size of the gift "validates the quality of the institution," said Richard J. Ambacher, professor of communications. He said it had also encouraged other potential donors, including one eyeing the communications program. The gift is "one of the things that convinced him that he should stay interested," Mr. Ambacher said.

Until now, Glassboro may have been best known as the site for the 1967 summit between President

Lyndon B. Johnson and Soviet Premier Aleksei N. Kosygin.

Where the Rowan gift ranks in relation to others is somewhat at issue. Most college fund raisers consider a 1979 gift to Emory University of stock in the Coca Cola Company worth \$105-million as the largest single gift in higher education. But Louisiana State University claims that a pledge of bonds, company stock, and oil and gas leases it received in 1981 will be worth \$125-million when it is finally accounted for over 20 years.

Although the college had called the \$100-million the largest gift ever to a public institution, Glassboro's president said the question of ranking didn't concern him. Said Mr. James: "I'm happy to be third."

S.C. Businesswoman Leaves \$57-Million to 14 Colleges

A South Carolina businesswoman has left nearly \$57-million to 12 colleges in the state—and two in other states.

Furman University will receive \$21.4-million, the largest portion of the bequest from Homozel Mickel Daniel, who died last month. Over the years, Ms. Daniel built a strong relationship with the Furman campus, which is "just a stone's throw" from her home, said C. Lewis Rasor, Jr., the lawyer for the estate.

Erskine and Wofford Colleges will receive \$12.3-million each. Each of the other 11 colleges will receive up to \$3-million. Ms. Daniel stipulated how the gifts—com-

prising cash, property, and other assets—should be used on each campus.

Ms. Daniel was the widow of Charles E. Daniel, who in the 1930's founded the Daniel International Corporation, an engineering company. She was an officer there until 1977 when it was sold and became Fluor-Daniel Inc.

'A Better Future for Students'

Mr. Rasor said Ms. Daniel was a long-time supporter of education and wanted to help colleges with which she had had some connection. "She thought this would be a wonderful way to build a better future for students."

Business & Philanthropy

Note Book

Frederik, the prince of Denmark, has changed his plans to live in a university-owned, rent-controlled house when he comes to Harvard University in the fall.

The news of royalty living in a one-family, rent-controlled house had reignited the long-standing rent-control issue in Cambridge. Critics who believe rent-controlled apartments were designed to help low-income families were vocal about the news that a prince would live in the house. The rent charged for the three-bedroom house in question, however, was far from low income: \$1,900 per month.

Frederik cannot live in a dormitory, officials say, because the rooms are too small to accommodate his bodyguards. Instead he will live in what the university calls "affiliate housing," which is generally reserved for graduate students.

Hathaway Green, director of community affairs at Harvard, said she was happy about Frederik's decision, because the publicity about his former arrangements might have distracted him from his studies.

Officials at the University of Maryland are trying to determine why eight students at its College Park campus committed suicide in the 1991-92 academic year.

That rate was three to six times the national average for college campuses, which the American College Health Association says is one to eight for every 100,000 students.

None of Maryland's 35,000 students committed suicide in the previous academic year.

"The mental-health staff noted students seemed to be under more pressure than in previous years," Don Moss, the director of Mental Health Services at the campus told the Associated Press. After that comment was published, his office was told to refer subsequent calls to an official campus spokesman.

Druy Bagwell, assistant vice-president for student affairs at Maryland, said: "They were just tragic coincidences. However, we will continue to look at our campus programs to do anything to prevent suicides."

Dr. Moss offered one possible explanation for the suicides. He told the AP: "Perhaps the pressure came to a head this spring."

The university has been under increasing budgetary constraints. Many students were shut out of courses they needed because the number of classes had been reduced. In addition, some departments were eliminated because of budget cuts by the state.

One of the students shot himself on graduation day. Another died in April after taking an overdose of over-the-counter drugs. Campus officials said it is difficult to pinpoint the cause of the suicides because they all appear unrelated. Mr. Bagwell said: "They didn't happen all at one time. There was no relation."

Students



William E. Davis, chancellor of Louisiana State U.: "Our goal is for all of our mandatory freshman classes to be taught by full-time faculty."



Arlene Okerlund, academic vice-president at San Jose State U.: "We're resigned to the fact that it's not a four-year degree."

Fewer Students Get Bachelor's Degrees in 4 Years, Study Finds

53% of freshmen graduate within 6 years

By Mary Crystal Cage

FEWER AND FEWER STUDENTS are completing bachelor's degrees in four years.

Only 53 per cent of the full-time freshmen at 297 institutions graduated within six years, according to a survey by the National Collegiate Athletic Association. While the NCAA has not released campus-by-campus breakdowns, 256 of the 297 institutions provided *The Chronicle* with the data they gave to the association. At 118 of those 256 institutions, fewer than half of the students graduated from the institutions they had entered in 1984 as full-time freshmen.

The data included rates at research institutions, such as the Universities of Arizona (with a 45-per-cent graduation rate) and Minnesota at Twin Cities (34 per cent). The data also included rates at regional institutions such as Arkansas State University (with a graduation rate of 31 per cent) and Eastern Michigan University (34 per cent).

Higher-education officials at some institutions, including the California State Universities and the University of New Mexico, say it may take 10 years or more for half of their students to complete baccalaureate programs.

Although some college officials say the NCAA survey is not significant, others say it may fuel the growing demands that colleges and universities be more accountable to the legislators and taxpayers who finance their programs.

Meanwhile, students—particularly middle-class students who rely on loans—are becoming increasingly frustrated because every additional year they spend in college increases the amount of debt they incur. Says Jeff Chang, legislative director for the California State Student Association: "You've really got a situation where a student is battling uphill to graduate. It's easier to turn around and leave the system than it is to stick it out and try to graduate."

The survey included statistics on 534,981 students who enrolled as full-time, first-time freshmen in fall 1984 at the athletic association's Division I institutions. By fall 1990, 53 per cent of them had graduated from the institutions they had entered as freshmen. By race, the graduation rates were:

- 29 per cent for American Indians.
- 62 per cent for Asians.
- 31 per cent for blacks.
- 40 per cent for Hispanics.
- 56 per cent for whites.

Richard C. Richardson, professor of educational leadership and policy studies at Arizona State University, says that around half of the students who enter college graduate. That number has not changed in this century, he says. What has changed is the length of time it takes to graduate.

Says Eric L. Dey, associate director of the Higher Education Research Institute at the University of California at Los Angeles: "Part of the reason people might find that graduation rate particularly low is that they're thinking back to the 1960's, when most of the people graduated within four years."

Changes in Aid Policies a Major Cause

Major reasons for the increasing amount of time between college entrance and graduation are changes in financial-aid policies and a shift from grants to student loans, he says. More students than ever work—and, as a result, students typically now carry about 13 units a semester, which makes it impossible to complete a bachelor's degree in four years.

Reginald Wilson, senior scholar at the American Council on Education, has a different view. "The fact that we get only about half of our students through a baccalaureate degree in six years is a condemnation of higher education. If we were running an automobile plant, we would be out of business."

Mr. Wilson says he tries to emphasize that point when he addresses higher-education groups across the country. Questions have been raised about the productivity of institutions and faculty members. Now questions are being raised about graduation rates. "There's a substantial amount of truth in the concern," Mr. Wilson says.

Sen. Bill Bradley of New Jersey, for example, commends the

Continued on Following Page

More students would be looking to higher education if more colleges helped raise their sights.

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Fewer Students Earn Degrees in 4 Years, Study Finds

Continued From Preceding Page
NCAA for making its findings public. But he notes that the survey results indicate areas "where we need to make more effort." He specifically calls for more research on why black students are not finishing college.

One reason for the low graduation rates of minority students, Mr. Wilson says, is that "a number of institutions are recruiting students who are at risk, in order to diversify their student bodies."

"And that's commendable," he adds. "But without support services and tutorial programs, those students are doomed to failure."

'Pre-Entry Phonathon'

Some institutions, such as the University of Maryland at College Park, are looking for ways to bolster the performance of minority students. The graduation rate for

black students at College Park was 37 per cent in comparison with the 57-per-cent average for the institution. One of the projects is a "pre-entry phonathon." Student volunteers call minority freshmen before the semester begins to talk to them about their class schedules and student activities.

Says Mary E. Cothran, director of the university's Office of Minority Student Education: "We don't tell them to drop Math 110. But we do talk to them about the differences between carrying 18 units in high school and carrying 18 units in college." They might suggest, however, that a student take a mathematics course before taking one of the more difficult chemistry courses.

Academic support is just one factor in the success of students, college officials say. Oscar F. Porter, associate vice-president for ac-

ademic affairs at the University of Redlands, says the shift from grants to student loans and the criticism of minority scholarships send "a message: 'You aren't wanted; you aren't valued.'"

Furthermore, state budget cuts are making it more difficult for students—whites as well as members of minority groups—to graduate in just four years.

Courses Eliminated

Institutions in California were hit particularly hard when state lawmakers required them to cut spending to reduce last year's record-breaking \$14-billion deficit. Consequently, the system eliminated literally hundreds of courses and raised tuition 20 per cent.

More courses will be eliminated this fall because of additional cuts needed to reduce this year's \$10.8-billion deficit. Says Arlene Oker-

lund, academic vice-president at San Jose State University: "We're resigned to the fact that it's not a four-year degree."

About 38 per cent of San Jose State's full-time 1984 freshmen graduated within six years. But Ms. Okerlund says that if the timetable were lengthened to 10 years, the graduation rate would be comparable to the rates at other regional institutions. Ninety per cent of the CSU students work, she says; 73 per cent of them work more than 20 hours a week.

Students, she says, put their work schedules first. "Part of it has to do with the economic level of the CSU student," she says. "They are from the great middle class, and they don't have someone to pay their bills."

Ms. Okerlund insists that neither CSU nor its students should be faulted for the length of time it takes most students to graduate. "I really want us to start thinking of education in this nation as a life-

long process," she says. "It is not a four-year sprint. Ten years is a negative."

More Pressure on Students

Mr. Chang, the legislative director for the California State Student Association, says students in the 20-campus university system are under pressure as never before. Tuition increased from \$780 in the fall of 1990 to \$1,308 in the fall of 1992.

"More students are forced to take out more loans, and there's pressure to get out of the system faster," Mr. Chang says. "But then there's the pressure to try to get the classes. Students are wondering how they are going to get required units. Most of the classes that have been eliminated on many of campuses are required classes."

Marcia Cohen, a student at the University of Maryland at College Park, has a similar complaint. Ms. Cohen, a fifth-year senior,

Students

switched to a speech-communication major after her original choice—radio, television and film—was eliminated. "College is so expensive," she says. "This is another year that I am laying out money for tuition when I could have been out and working. Budget cuts have just made everybody so frustrated."

More Flexibility Sought

In Colorado, State Sen. Al Melklejohn says college officials have to do a better job of insuring that part-time students can complete their degrees, by making sure that required courses are offered at a variety of times. The officials must also improve the counseling provided to all students, he says.

"I'm absolutely convinced that education in this nation needs more money," he says. "We've got to put more resources into higher education. But at the same time, we've got management problems. Here in Colorado, the University of Denver and Regis University both get their students out in four years. Why can't the public universities do the same thing?"

Certainly, says Richard F. Rosser, president of the National Association of Independent Colleges and Universities, the selectivity of some private institutions is one factor. However, he says, it is not the only one. "You have a commitment to undergraduate teaching at private colleges that is dedicated to getting students through the program in four years," Mr. Rosser says. "It's just the ethos of these institutions."

At Regis University, for instance, freshmen are assigned to seminars that are taught by their faculty advisers. The seminars are academic programs rather than college-orientation programs.

Consequently, says the Rev. Michael J. Sheeran, vice-president for academic affairs, "the freshmen spend three hours a week with an adviser in a learning environment."

At the end of the semester, when it is time to plan the students' new course schedules, "that faculty adviser really knows what that student's strengths and weaknesses are," Father Sheeran says.

Mr. Melklejohn acknowledges that it isn't possible for all students to complete a four-year degree in four years. But, he maintains, "the biggest single problem in higher education is the inability of a majority of students to complete their postsecondary education efficiently," and adds: "Middle-class Colorado families who are struggling to put a youngster through college cannot handle this."

Legislation in Colorado

Mr. Melklejohn and his colleagues were alarmed in November when they read a report by the Colorado Commission on Higher Education that only 19 per cent of the state's college students graduated within four years. This year, in an updated report, the commission reported that graduation rates had risen to 44 per cent after five years.

Even so, Mr. Melklejohn says that a bill he sponsored to require the commission to take a number of steps to improve graduation rates "blew through the Colorado

Continued on Following Page

At U. of Massachusetts at Amherst, Students Graduate at a Rate Above the National Average

By CHRISTOPHER SHEA

Although the University of Massachusetts at Amherst has established a number of academic-support programs for students, Julie Shatzer, a senior, says self-motivation is a key factor in determining whether people succeed at the research institution. "For people who tend to sit back and wait for direction, it can be a difficult place," she says.

Ms. Shatzer, who is majoring in psychology, enrolled as a freshman in 1989 and expects to complete her degree and earn a teaching certificate in about a year and a half. "My friends are all graduating within a year of when they are supposed to," she says.

According to a survey by the National Collegiate Athletic Association, 63 per cent of the full-time, first-time freshman at the University of Massachusetts at Amherst who enrolled in fall 1984 had graduated by fall 1990. That figure is above the average of 53 per cent for 297 institutions in the NCAA's Division I and above the rates of several other research universities, including the University of Nevada at Las Vegas (with a graduation rate of 29 per cent) and the University of Texas at Austin (58 per cent).

Black, Hispanic, and white students at Massachusetts all had graduation rates above the NCAA averages for their groups. Among ethnic groups, only the rate for Asian students lagged behind the NCAA average. Asians at Massachusetts graduated at a rate of 51 per cent in six years, compared with the NCAA average of 62 per cent. Asian, black, and Hispanic students at Massachusetts all graduated at rates significantly lower than that for white students.

It Is Unacceptable

Of the disparity between minority graduation rates and the white rate, the interim vice-chancellor for student affairs, Jo-Anne T. Vanin says: "In a word, it is unacceptable."

Chancellor Richard D. O'Brien says the university takes "more concentrated" in admitting minority stu-



Jo-Anne T. Vanin, interim vice-chancellor for student affairs, says of the disparity between minority graduation rates and the white rate: "In a word, it is unacceptable."

dents. "That risky attitude is right and proper," he says, "but it means we are off the mark in retention."

Shirley S. Tang, an adviser at the United Asia Learning Resource Center, which was established on the campus in 1990, speculates that the lack of a center for Asian students before that time may have hurt their graduation rates. "We think the students affiliated with our center will do much better than 51 per cent," she says.

University administrators and advisers say that relatively few students who select a major leave the university. "Eighty per cent of the class of 1991 history majors have graduated," says Jack Tager, director of undergraduate studies for that department.

Students with declared majors get special attention. Engineering students in danger of probation, for example, are required to meet monthly with the associate dean of the engineering school, who helps them set grade point average goals and keeps track of their progress.

The "undecided" students are concentrated in the College of Arts and Sciences. "Students in the col-

lege can feel mildly frustrated fulfilling academic requirements when they don't know what they want to do," says James W. Shaw, an associate dean of the college who directs the advising program there.

Mr. Shaw says he is surprised that as high a proportion as 63 per cent graduate from Massachusetts in six years. He says: "It seems to me that more and more students are stringing out their careers."

One reason why graduation rates

at Massachusetts are higher than the NCAA average may be the income level of students' families. "We tend to be what I would call a middle-class institution," says Burt F. Batty, director of financial-aid services.

Another may be the availability of housing—virtually all freshmen and sophomores live on the campus—and the sense of community it engenders. Norman D. Aitken, associate vice-chancellor of academic affairs, says: "Our students

are not torn by having to spend time with friends from high school who may not have gone to college."

The university also has several programs designed to foster community. Freshmen can elect to take some of their courses in their residence halls, and those who come to the university with defined academic interests can choose to live together. There is an advising center for honors students, and a program for students with learning disabilities.

Increasing Drop-Out Rate

There are signs, however, that the university's graduation rate may soon dip. Seventeen per cent of the freshman class of 1990-91 dropped out following the first year, whereas only 12 per cent of the 1984-85 entering class—the one tracked by the NCAA—dropped out after the first year.

The withdrawals may be linked to tuition increases. The state appropriation for the University of Massachusetts at Amherst dropped from \$131.7-million in 1983 to \$112.2-million in 1992. In the same period, tuition and fees rose from \$1,657 to \$4,863.

In a university survey of freshmen from the fall 1990 class who did not return for the spring semester, money was repeatedly cited as a reason for withdrawing. "As is the case almost everywhere, the notion of truly cheap tuition has sort of evaporated," Mr. O'Brien says.

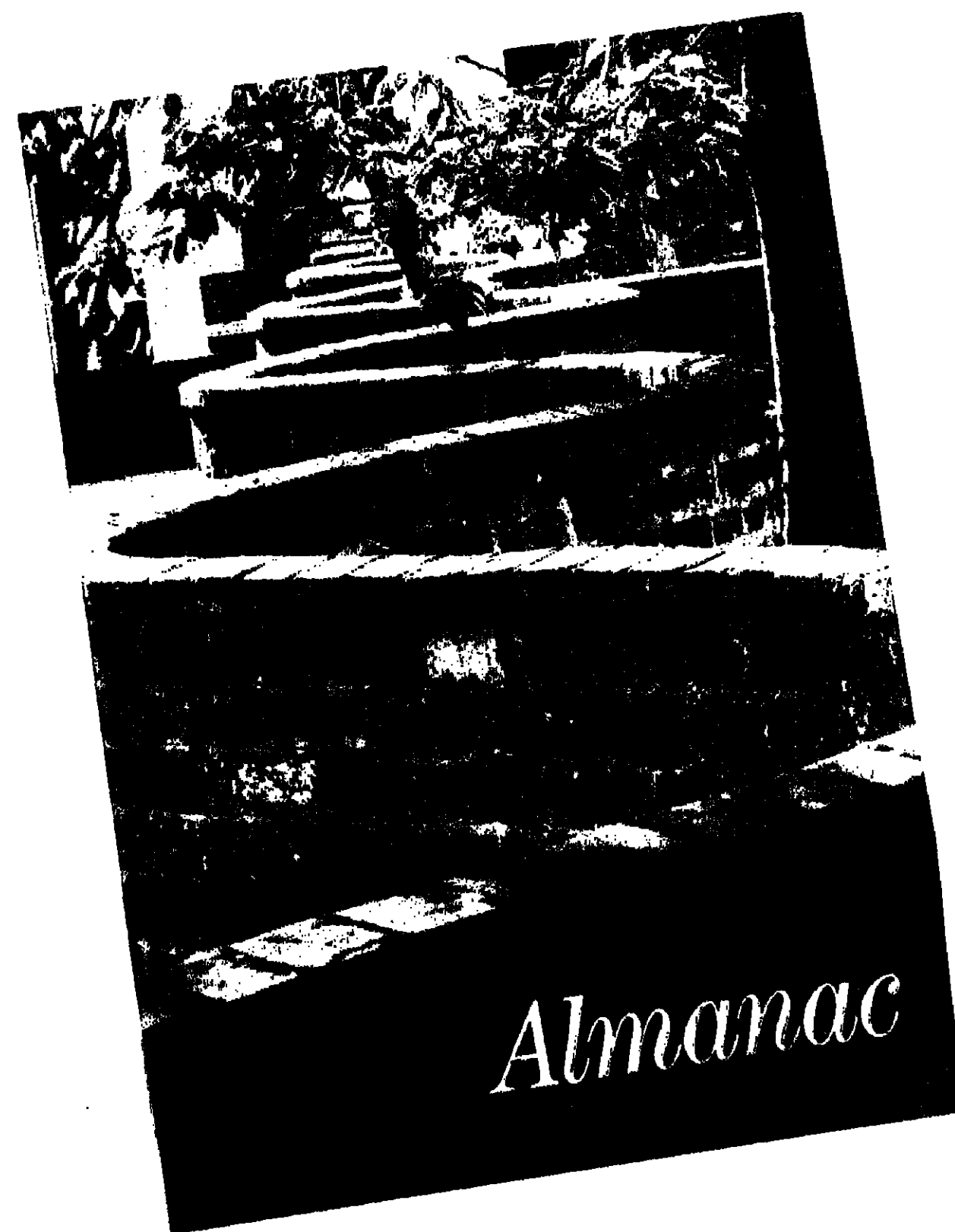
Graduation Rates at the University of Massachusetts at Amherst

	American Indian	Asian	Black	Hispanic	White	Other	Total
Number of freshmen	4	73	154	95	2,780	965	4,051
Number graduated	4	37	57	46	1,811	610	2,565
Proportion graduated	100%	51%	37%	48%	66%	63%	63%
NCAA average	29%	62%	31%	40%	56%	n/a	53%

Note: The figures show the proportion of full-time freshmen in fall 1984 who earned bachelor's degrees by fall 1990.

Source: Chronicle of Higher Education, 1992

Continued on Following Page



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FILE: Graduation Rates of Fall 1984 Freshmen at Colleges In NCAA's Division I

For better or worse, the university sees its graduation rates as an obstacle to be overcome, not a fault of its own making. "We should not be compared to the standard set by a liberal-arts college in the 1940's," Mr. Peck says. "Given the economic and family situations of our students, I don't think we will ever get up to 50 percent."

CHRONICLE CHART BY JASMINE STONE

"We need to do a more systematic job of analyzing their academic progress," Mr. Jones continues. "It's time to stop talking about how many are enrolled and to start talking about who graduates, and who graduates with what degree of major."

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	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.
Colorado State U												
Men	7	29%	22	85%	22	27%	43	40%	1,125	58%	1,273	58%
Women	8	80	25	44	9	22	37	41	1,239	67	1,372	66
Columbia U												
Men	0	0	71	97	26	92	33	81	513	87	643	96
Women	2	100	40	100	29	100	17	94	284	86	342	98
Coppin State C												
Men	2	0	3	67	100	11	0	0	7	14	0	0
Women	1	0	3	0	231	16	1	0	2	0	128	16
Cornell U												
Men	11	36	142	89	94	73	85	73	1,205	88	1,605	85
Women	5	20	119	89	96	86	62	84	1,018	90	1,316	89
Craigton U												
Men	0	0	14	93	2	0	5	50	403	63	438	64
Women	0	0	10	80	9	33	2	40	364	85	391	68
Dartmouth C												
Men	9	67	17	100	26	81	7	100	546	96	632	94
Women	6	100	14	83	41	63	8	100	364	98	424	97
Davidson C												
Men	n/a	n/a	6	83	12	50	2	100	195	88	215	88
Women	n/a	n/a	n/a	n/a	5	60	n/a	n/a	137	96	142	94
Delaware State C†												
DePaul U												
Men	0	0	11	65	22	14	21	24	297	82	352	57
Women	1	100	22	66	57	42	26	64	246	65	363	62
Duke U												
Men	n/a	n/a	3	33	17	65	3	0	270	58	302	55
Women	n/a	n/a	6	50	18	61	0	0	327	61	361	58
Drexel U												
Men	0	0	91	63	70	36	15	67	1,309	80	1,639	70
Women	2	100	42	69	72	39	7	29	617	69	664	66
Duke U†												
Duquesne U												
Men	4	75	5	60	28	67	3	67	730	70	783	70
Women	1	0	4	100	32	68	7	71	805	68	883	68
East Carolina U												
Men	0	11	10	50	140	30	3	67	1,032	41	1,201	40
Women	9	44	4	75	218	46	5	40	1,208	50	1,480	49
East Tennessee State U												
Men	5	40	3	67	28	18	4	50	840	32	895	32
Women	3	0	10	20	20	30	3	33	644	36	1,001	35
Eastern Illinois U												
Men	0	0	8	25	65	25	8	13	795	49	893	47
Women	0	0	2	0	60	23	3	33	640	61	1,019	69
Eastern Kentucky U												
Men	0	0	1	0	89	14	0	0	833	32	924	30
Women	2	50	3	33	68	31	0	0	858	37	931	37
Eastern Michigan U												
Men	1	0	26	39	72	18	14	21	797	31	848	29
Women	3	33	13	40	144	31	10	20	948	43	1,150	41
Eastern Washington U												
Men	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	805	31
Women	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	601	36
Fairfield U												
Men	0	0	0	0	5	80	5	100	327	80	339	82
Women	0	0	2	100	4	25	2	100	417	80	429	82
Fairleigh Dickinson U*												
Men	0	0	20	30	34	32	25	40	256	48	486	37
Women	1	0	17	13	99	31	33	36	203	66	391	43
Florida A&M U												
Men	n/a	n/a	n/a	n/a	308	31	2	0	5	27	383	31
Women	n/a	n/a	1	0	500	30	2	80	15	0	508	30
Florida International U												
Men	n/a	n/a	7	43	10	37	105	38	105	23	266	32
Women	n/a	n/a	8	50	26	30	164	65	136	42	347	53
Florida State U												
Men	0	0	7	57	74	30	27	52	859	52	983	50
Women	3	33	8	88	166	34	34	60	1,103	65	1,334	62
Fordham U†												
Furman U												
Men	0	0	1	0	7	100	1	0	298	77	307	77
Women	0	0	0	0	3	67	0	0	334	74	337	75
George Mason U												
Men	7	29	50	40	49	30	28	36	552	40	726	39
Women	2	100	66	59	74	37	15	53	689	46	769	47
George Washington U												
Men	n/a	n/a	25	60	16	63	7	71	436	64	587	63
Women	n/a	n/a	29	76	33	82	12	88	609	69	628	69
Georgetown U†												
Georgia Inst. of Tech.												
Men	1	0	43	65	84	46	30	80	1,171	65	1,329	64
Women	1	0	17	71	40	63	11	91	313	66	362	65
Georgia Southern U												
Men	0	0	8	13	92	26	6	0	739	26	838	26
Women	0	0	4	25	167	28	8	17	628	29	1,005	29
Georgia State U												
Men	1	0	9	33	33	21	2	50	272	27	317	29
Women	1	100	12	75	61	23	9	11	272	29	365	29
Georgia U												
Men	n/a	n/a	9	53	2	100	7	57	174	54	197	54
Women	6	67	10	20	1	0	8	88	201	51	235	51
Grambling State U†												
Harvard U†												
Hofstra U†												
Howard U												
Men	2	50	5	60	556	33	2	4	n/a	n/a	820	35
Women	3	0	4	76	797	45	4	25	1	100	882	45
Idaho State U												
Men	21	82	13	23	10	20	15	83	781	51	840	51
Women	26	58	9	40	4	25	14	36	631	44	680	44
Illinois State U												
Men	1	0	37	43	249	22	48	40	3,089	48	1,781	42
Women	2	50	40	63	459	24	45	47	3,633	53	2,359	49

FACT FILE: Graduation Rates of Fall 1984 Freshmen at Colleges in NCAA's Division I CONTINUED

	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grade	Total	Pct. grade	Total	Pct. grade	Total	Pct. grade	Total	Pct. grade	Total	Pct. grade
Indiana State U												
Men	0	0%	8	50%	143	10%	8	13%	876	38%	1,178	35%
Women	2	0	2	50	162	14	5	20	890	42	1,126	39
Indiana U												
Men	2	0	38	71	146	24	37	32	2,320	58	2,828	56
Women	6	0	33	64	228	16	37	32	3,211	58	3,571	63
Iona C												
Men	1	0	6	50	24	64	28	32	34	71	821	54
Women	1	0	3	33	32	56	29	62	37	78	423	70
Iowa State U												
Men	3	33	30	50	64	17	18	29	2,303	58	2,561	50
Women	0	0	22	68	82	35	17	38	1,848	64	1,735	62
Jackson State U †												
Jacksonville U												
Men	1	0	6	50	21	14	13	48	233	33	292	33
Women	1	0	11	18	30	30	14	21	208	39	271	36
James Madison U												
Men	0	0	5	100	69	61	3	100	630	80	707	79
Women	1	100	10	70	103	87	1	100	803	81	919	78
Kansas State U												
Men	6	17	9	58	38	14	24	38	1,150	48	1,225	47
Women	2	0	8	38	38	17	24	26	1,007	48	1,006	47
Kent State U												
Men	0	0	4	28	113	17	12	42	1,201	39	1,367	37
Women	2	0	13	48	144	22	10	40	1,896	48	1,889	44
Lafayette C												
Men	0	0	4	100	7	71	3	0	288	85	213	84
Women	0	0	5	80	4	50	2	100	232	92	346	91
Lamar U												
Men	3	0	27	37	222	9	26	4	763	18	1,082	18
Women	1	0	17	12	378	9	36	14	813	22	1,256	18
La Salle U												
Men	n/a	n/a	3	100	5	100	3	67	389	63	380	63
Women	n/a	n/a	2	100	11	56	4	76	281	73	300	72
Lafayette U												
Men	0	0	24	100	15	33	6	60	677	86	743	86
Women	0	0	11	64	3	67	6	50	367	89	390	88
Liberty U												
Men	n/a	n/a	1	0	5	20	n/a	n/a	330	34	336	34
Women	n/a	n/a	2	0	13	38	n/a	n/a	258	38	373	38
Long Island U												
Men	n/a	n/a	10	30	41	17	34	26	47	23	122	22
Women	n/a	n/a	7	29	132	32	31	25	49	39	218	31
Louisiana State U and A&M C.												
Men	6	0	59	15	226	12	36	33	2,088	34	2,488	31
Women	12	17	23	44	320	17	22	23	2,054	37	2,479	35
Louisiana Tech U												
Men	5	20	3	0	115	23	12	33	689	40	845	37
Women	0	0	1	0	119	27	3	33	640	46	682	42
Loyola C (Md)												
Men	n/a	n/a	8	63	4	50	3	67	300	88	317	68
Women	n/a	n/a	18	66	9	11	13	100	342	75	364	74
Loyola Marymount U												
Men	0	0	38	68	17	36	42	67	232	66	329	64
Women	3	67	36	69	12	58	67	70	336	72	364	71
Loyola U (Ill)												
Men	0	0	33	56	28	28	38	60	380	62	477	69
Women	0	0	50	50	84	39	49	63	490	66	643	62
Manhattan C												
Men	0	0	11	82	0	0	31	32	411	69	476	65
Women	0	0	0	0	12	53	24	76	279	79	308	78
Marist C												
Men	1	0	6	67	22	46	10	50	311	66	368	63
Women	n/a	n/a	2	50	9	44	6	80	332	61	352	60
Marquette U												
Men	0	0	31	65	23	57	24	83	819	73	997	72
Women	1	100	22	73	42	57	28	78	871	76	968	74
Marshall U												
Men	1	100	4	78	24	33	2	50	544	37	678	37
Women	1	0	2	0	22	27	1	100	608	42	631	41
McNeese State U †												
Memphis State U												
Men	0	0	10	10	125	22	2	50	658	34	783	32
Women	0	0	8	38	264	23	2	0	705	38	978	32
Mercer U												
Men	0	0	3	33	18	37	1	0	195	37	224	37
Women	0	0	1	0	65	33	2	100	210	40	270	39
Miami U												
Men	1	100	6	33	34	41	6	67	1,533	73	1,662	72
Women	2	50	15	80	82	50	7	67	1,868	78	1,942	77
Michigan State U												
Men	9	33	44	75	168	41	39	41	2,688	66	2,997	65
Women	16	58	47	76	347	47	28	48	3,027	70	3,521	67
Middle Tennessee State U												
Men	0	0	11	58	100	24	3	33	922	30	1,036	30
Women	1	100	14	21	133	38	2	50	962	38	1,112	38
Mississippi State U												
Men	2	0	16	69	88	22	4	100	711	54	832	50
Women	0	0	8	50	103	43	4	100	526	66	639	64
Mississippi Valley State U												
Men	0	0	0	0	150	33	0	0	n/a	n/a	150	33
Women	0	0	0	0	230	44	0	0	0	0	230	44
Mounouth C (Ill)												
Men	0	0	2	80	17	41	5	40	193	60	217	48
Women	2	0	2	100	24	29	5	100	209	65	241	62
Montana State U †												
Montland State U												
Men	0	0	3	33	42	24	1	0	460	38	506	35
Women	1	0	1	100	16	19	2	50	481	42	472	41
Morgan State U †												
Mount Saint Mary's C (Md)												
Men	0	0	1	100	6	67	1	0	149	70	157	70
Women	0	0	0	0	3	67	2	100	169	70	174	71

	American Indian		Asian		Black		Hispanic		White		Total
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	
Murray State U											
Men	1	0%	3	0%	53	21%	1	0%	549	41%	60
Women	1	0	2	50	42	24	2	50	852	35	73
New Mexico State U											
Men	23	22	9	11	22	18	252	26	618	30	92
Women	21	14	2	100	13	23	241	39	490	41	77
Niagara U											
Men	1	100	0	0	27	26	3	100	189	70	28
Women	1	0	2	50	31	45	2	100	251	80	37
Nicholls State U											
Men	1	0	6	0	63	3	9	0	528	18	60
Women	1	0	7	14	127	9	6	13	835	22	76
North Carolina A&T State U †											
North Carolina State U											
Men	8	63	34	65	108	33	9	78	1,900	82	2,162
Women	3	0	18	72	184	46	8	75	1,033	61	1,884
Northeast Louisiana U											
Men	5	0	24	58	208	15	4	0	90	26	94
Women	13	15	30	73	380	14	7	0	990	33	1,420
Northeastern Illinois U †											
Northeastern U											
Men	1	0	39	54	107	17	22	59	1,832	48	2,402
Women	1	100	25	60	148	32	22	56	1,069	63	1,451
Northem Arizona U											
Men	49	20	6	67	8	25	39	31	525	38	627
Women	33	3	39	72	12	17	32	31	457	32	678
Northem Illinois U											
Men	6	50	63	25	112	20	36	33	1,369	54	1,597
Women	9	44	74	32	219	28	34	38	1,675	69	2,022
Northwestern State U (La)											
Men	10	0	8	13	206	11	18	0	533	10	76
Women	10	10	1	0	212	10	9	0	878	14	828
Northwestern U †											
Ohio State U											
Men	4	0	81	57	175	19	35	51	3,430	51	3,837
Women	4	26	50	68	213	30	10	32	2,947	58	3,287
Ohio U											
Men	4	26	6	33	120	37	5	80	1,308	52	1,586
Women	n/a	n/a	3	33	96	46	2	0	1,208	58	1,360
Oklahoma State U											
Men	32	31	12	83	41	17	10	30	1,358	40	1,538
Women	26	44	3	33	29	14	11	18	1,306	47	1,493
Old Dominion U											
Men	5	20	34	38	63	54	8	38	693	46	853
Women	7	14	36	58	114	47	5	40	692	60	837
Oregon State U											
Men	22	32	71	62	18	44	34	18	1,148	60	1,261
Women	14	14	37	46	11	35	21	24	984	63	1,061
Pennsylvania State U †											
Pepperdine U											
Men	1	0	13	54	4	25	7	43	161	66	223
Women	2	100	17	47	12	58	14	43	238	66	294
Prairie View A&M U †											
Princeton U											
Men	1	100	47	98	37	73	24	89	577	98	737
Women	3	33	27	63	44	64	22	68	377	68	427
Providence C											
Men	0	0	0	0	5	60	3	33	467	79	481
Women	0	0	0	0	8	67	4	100	492	83	881
Purdue U											
Men	9	67	83	83	62	50	45	60	2,717	68	2,865
Women	7	20	38	76	112	53	30	63	2,107	69	2,218
Radford U											
Men	0	0	9	44	18	28	7	20	410	47	487
Women	3	33	14	64	47	45	6	50	890	82	952
Rice U											
Men	1	100	16	100	18	89	16	88	257	78	308
Women	0	0	23	91	10	80	12	83	183	89	228
Rider C											
Men	1	0	1	0	9	67	5	60	276	61	348
Women	1	0	6	0	11	27	3	67	332	68	368
Robert Morris C (Pa)											
Men	1	0	2	0	9	22	1	100	206	55	219
Women	0	0	0	0	22	55	1	0	215	59	238
Rutgers U											
Men	4	50	190	71	154	51	127	50	1,607	73	2,169
Women	0	0	171	73	268	60	134	54	1,778	78	2,437
Saint Bonaventure U											
Men	0	0	1	0	2	100	1	100	328	68	355
Women	0	0	2	50	2	100	2	50	287	76	325
Saint Francis C (NY)											
Men	1	100	2	0	27	7	25	28	159	45	242
Women	0	n/a	1	100	29	24	31	26	183	28	240
Saint Francis C (Pa)											
Men	0	0	1	100	0	0	1	100	132	44	153
Women	1	0	0	0	1	0	0	0	124	67	120
Saint John's U (NY) †											
Saint Joseph's U											
Men	n/a	n/a	6	83	13	23	10	7	285	74	298
Women	n/a	n/a	6	83	13	69	7	28	274	78	306
Saint Louis U											
Men	1	100	15	60	54	81	24	58	412	60	520
Women	1	100	15	60	111	81	19	83	878	62	752
Saint Mary's C of California											
Men	1	100	2	50	6	67	15	46	188	74	194
Women	0	0	6	50	7	29	11	60	201	60	261
Saint Peter's C											
Men	0	0	17	36	12	33	28	46	194	42	252
Women	1	0	9	33	20	25	81	44	139	65	252
San Houston State U											
Men	2	0	5	0	36	32	32	25	808	28	884
Women	2	0	6	67	74	45	23	36	679	39	894
Samuel J. A.											

	American Indian		Asian		Black		Hispanic		White		Total		
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	
San Diego State U †													
Men	7	14%	205	51%	14	12%	17	14%	480	47%	720	37%	
Women	49	37	197	40	1	1	61	14	307	41	662	40	
Santa Clara U													
Men	3	67	127	14	14	30	17	77	14	141	14	162	70
Women	n/a	n/a	n/a	n/a	n/a	194	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Simon Hall U †													
Men	n/a	n/a	3	100	4	7%	2	100	294	74	103	80	
Women	n/a	n/a	2	100	1	100	4	100	277	74	106	70	
St. Catherine State C													
Men	n/a	n/a	n/a	n/a	311	50	n/a	n/a	5	40	116	40	
Women	n/a	n/a	n/a	n/a	289	51	n/a	n/a	4	0	104	51	
Stewart Missouri State U †													
Men	3	0	17	29	117	7	13	23	1,118	20	1,268	19	
Women	12	17	2	100	114	12	12	8	1,241	22	1,426	21	
Stevens Henric U in Cumberland													
Men	62	53	184	19	184	19	21	38	1,058	42	1,320	39	
Women	0	0	27	48	184	34	7	76	700	47	918	45	
Stevens Methodist U													
Men	3	100	7	86	21	38	25	72	514	78	845	68	
Women	0	0	9	89	14	71	16	80	541	82	682	70	
Stetson U													
Men	4	50	2	50	3	33	0	0	150	69	184	60	
Women	6	50	2	0	1	0	0	0	100	68	159	67	
Stevens Alameda State U													
Men	0	0	5	20	11	27	3	100	931	35	1,010	35	
Women	0	0	8	25	8	13	3	13	1,240	35	1,269	35	
Stevens Texas State U													
Men	6	20	12	14	76	25	164	24	1,411	24	1,611	24	
Women	8	0	7	0	17	24	177	24	1,713	14	1,987	32	
Stetson U													
Men	6	67	64	9%	13	79	17	89	851	91	921	90	
Women	4	25	73	52	16	88	16	84	341	80	624	84	
State of New York at Buffalo													
Men	9	56	81	51	89	20	11	42	1,457	50	1,600	48	
Women	6	33	51	67	124	27	19	51	1,410	50	1,244	51	
Stephen F Austin State U													
Men	1	0	4	0	34	23	13	23	810	38	846	37	
Women	1	0	6	67	9	24	22	45	1,173	42	1,205	41	
Stetson U													
Men	0	0	1	0	11	11	6	67	191	63	219	61	
Women	1	100	2	50	1	14	6	67	241	60	269	61	
Stetson U													
Men	1	0	33	64	107	44	15	46	1,115	62	1,542	50	
Women	7	29	20	10	153	48	45	44	1,090	70	1,545	65	
Temple U †													
Tennessee State U †													
Tennessee Tech U													
Men	0	0	14	50	12	42	4	100	669	4%	709	40	
Women	0	0	7	71	8	25	0	0	454	61	609	83	
Texas A&M U													
Men	3	67	70	61	77	36	194	60	2,623	64	3,029	63	
Women	6	07	40	64	23	43	171	62	2,180	60	2,569	68	
Texas Christian U													
Men	n/a	n/a	4	50	22	50	15	53	413	55	471	54	
Women	2	n/a	2	50	22	50	21	48	554	61	611	50	
Texas Southern U †													
Texas Tech U													
Men	4	0	20	25	11	17	140	27	1,750	17	2,050	36	
Women	6	20	15	53	49	25	120	17	1,852	41	1,961	40	
Towson State U †													
Tulane U													
Men	n/a	n/a	23	83	39	30	39	07	827	66	947	65	
Women	n/a	n/a	17	88	29	55	26	77	66	69	746	65	
US Air Force Academy													
Men	7	43	34	82	73	68	60	68	1,119	72	1,303	72	
Women	2	50	6	67	12	83	12	58	177	73	209	64	
US Military Academy													
Men	5	40	32	91	83	80	46	87	956	79	1,128	76	
Women	1	0	5	100	10	50	8	100	118	70	140	71	
US Naval Academy													
Men	2	50	38	62	65	60	31	66	1,091	80	1,297	76	
Women	0	0	6	100	8	75	7	0	98	71	113	77	
U of Akron													
Men	8	33	7	14	57	14	4	50	1,299	46	1,458	31	
Women	3	67	10	50	47	28	5	20	1,115	48	1,208	41	
U of Arkansas													
Men	1	100	2	50	79	49	6	37	846	48	948	41	
Women	2	50	10	70	131	55	5	80	891	57	1,051	67	
U of Birmingham													
Men	0	0	5	40	70	31	0	0	354	32	435	30	
Women	1	100	7	71	178	24	0	0	417	44	508	39	
U of Arizona													
Men	24	21	63	43	43	23	192	26	1,469	44	1,684	47	
Women	28	26	52	44	26	50	189	32	1,499	49	1,821	47	
U of Arkansas at Fayetteville													
Men	11	9	14	43	109	27	10	30	1,089	34	1,244	30	
Women	8	25	4	50	71	21	7	14	368	39	970	30	
U of Utah Rock U													
U of California Berkeley													
Men	44	43	498	71	125	48	188	54	1,263	74	2,222	70	
Women	12	78	456	77	169	46	156	76	556	81	1,836	77	
U of California													
Men	7	29	374	58	25	32	80	48	899	67	1,171	60	
Women	8	33	378	66	58	36	83	35	856	67	1,266	60	
U of California													
Men	7	29	374	58	25	32	80	48	899	67	1,171	60	
Women	8	33	378	66	58	36	83	35	856	67	1,266	60	

	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.	Total	Pct. grade.
Sanita Barbara												
Men	5	40%	68	68%	36	53%	99	48%	892	70%	1,164	67%
Women	7	67	107	54	71	42	114	49	1,285	64	1,548	61
U of Central Florida												
Men	1	0	22	50	49	22	29	38	534	39	649	38
Women	1	100	13	84	45	40	34	36	517	51	616	49
U of Cincinnati												
Men	1	0	37	43	73	14	5	40	1,246	44	1,377	43
Women	0	0	15	60	127	22	6	33	940	52	1,099	48
U of Colorado												
Men	9	44	85	61	27	41	76	32	1,813	63	1,774	61
Women	6	17	73	52	30	37	57	39	1,399	63	1,572	61
U of Connecticut												
Men	3	33	25	44	56	36	36	28	950	62	1,072	59
Women	5	40	30	40	62	36	27	63	1,163	74	1,268	71
U of Dayton												
Men	0	0	9	78	18	67	14	88	672	69	956	69
Women	0	0	4	75	29	52	7	71	692	73	746	71
U of Delaware												
Men	n/a	n/a	19	58	71	61	13	48	1,302	67	1,413	66
Women	2	0	20	78	73	48	9	89	1,075	71	1,081	70
U of Detroit *												
Men	0	0	2	50	12	25	2	80	223	53	267	54
Women	0	0	1	100	9	11	2	30	329	62	367	51
U of Florida												
Men	1	100	57	53	157	39	156	56	2,028	56	2,434	54
Women	1	0	38	83	247	43	96	56	1,798	60	2,193	56
U of Georgia												
Men	1	100	19	58	103	38	11	36	1,591	60	1,741	53
Women	0	0	11	82	183	47	15	47	1,877	62	2,055	61
U of Hartford												
Men	5	40	4	25	12	33	10	80	396	46	604	48
Women	1	0	6	50	16	21	9	60	378	56	453	55
U of Hawaii												
Men	0	0	708	81	8	100	5	60	172	89	1,045	82
Women	0	0	1,044	78	7	85	3	33	167	77	1,334	79
U of Houston **												
Men	0	17	9	67	7	14	4	25	650	41	688	41
Women	9	0	3	67	2	0	4	25	438	45	465	43
U of Illinois												
Chicago												
Men	3	0	208	34	82	5	116	15	915	32	1,367	28
Women	4	50	175	40	165	19	134	33	813	44	1,124	37
Urban-Champaign												
Men	5	80	190	82	119	46	63	64	2,691	80	3,070	78
Women	4	63	150	77	146	50	45	60	2,572	80	2,932	78
U of Iowa												
Men	8	60	30	83	48	26	32	44	1,562	63	1,708	62
Women	8	60	35	69	50	32	19	63	1,762	65	1,891	64
U of Kansas												
Men	5	60	26	46	87	19	31	48	1,330	58	1,708	63
Women	2	0	27	56	96	41	9	33	1,391	58	1,697	56
U of Kentucky												
Men	1	0	8	75	45	31	7	29	1,223	45	1,298	44
Women	5	60	3	67	65	47	4	26	1,211	61	1,265	50
U of Louisville												
Men	1	0	8	38	118	10	0	40	1,076	28	1,215	26
Women	4	25	7	29	166	14	4	60	785	33	969	29
U of Maine												
Men	4	25	5	80	5	20	0	0	855	49	883	48
Women	7	14	3	33	0	0	1	0	900	63	706	63
U of Maryland												
Baltimore Co												
Men	n/a	n/a	24	28	98	23	4	25	499	38	648	37
Women	1	100	52	28	117	38	10	60	635	32	728	34
College Park												
Men	10	40	219	52	281	33	67	49	1,043	56	2,487	52
Women	6	33	173	50	210	40	43	61	1,012	68	2,392	62
Eastern Shore												
Men	0	0	0	0	99	14	1	0	26	4	148	14
Women	1	0	1	0	157	21	3	0	16	6	183	19
U of Massachusetts												
Men	2	100	48	46	85	38	48	40	1,371	63	2,042	60
Women	2	100	26	60	89	48	47	67	1,396	68	2,006	68
U of Miami												
Men	n/a	n/a	28	50	43	85	172	59	573	48	1,062	62
Women	n/a	n/a	10	40	54	81	186	71	954	64	802	63
U of Michigan												
Men	12	75	137	88	80	85	36	64	2,015	82	2,284	81
Women	10	80	111	84	129	64	40	36	1,576	65	2,198	84
U of Minnesota-Twin Cities												
Men	36	0	179	29	89	11	40	18	2,482	35	2,968	33
Women	29	10	103	42	91	11	27	19	2,011	38	2,361	24
U of Mississippi												
Men	0	0	15	73	41	37	3	33	737	47	796	47
Women	1	100	3	100	24	63	0	0	669	48	697	49
U of Missouri												
Columbia												
Men	6	17	13	31	49	29	12	42	1,825	63	1,709	60
Women	8	17	22	27	76	24	10	60	1,634	63	1,771	58
Kansas City												
Men	0	0	3	33	13	15	9	67	131	41	173	39
Women	1	0	9	100	26	38	7	57	164	56	224	31
U of Montana												
Men	26	8	6	17	9	0	6	13	643	26	692	28
Women	21	0	8	20	1	0	1	0	721	26	749	26
U of Nebraska-Lincoln												
Men	6	17	89	64	62	13	26	21	1,803	46	2,006	45
Women	4	50	27	69	36	26	16	44	1,606	52	1,701	51
U of Nevada												
Las Vegas												
Men	2	0	11	27	72	36	11	18	264	28	312	27
Women	6	40	12	50	12	8	14	21	263	31	313	30

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FACT FILE: Graduation Rates of Fall 1984 Freshmen at Colleges in NCAA's Division I CONTINUED

	American Indian		Asian		Black		Hispanic		White		Total	
	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.	Total	Pct. grads.
U of Nevada Reno												
Men	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	523	37%
Women	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	543	28
U of New Hampshire												
Men	4	0	6	67	8	25	3	67	882	62	1,008	61
Women	1	0	6	40	5	80	3	0	1,234	70	1,251	69
U of New Mexico												
Men	47	6	29	35	53	13	341	21	829	28	1,113	25
Women	62	10	21	29	28	11	356	30	825	33	1,097	30
U of New Orleans												
Men	1	100	28	21	168	5	44	23	608	21	888	18
Women	1	0	26	35	333	7	41	22	633	26	1,042	19
U of North Carolina Asheville												
Men	0	0	2	0	19	21	0	0	257	35	278	34
Women	0	0	6	33	21	24	1	0	299	33	327	32
Chapel Hill												
Men	12	42	19	50	98	48	9	67	1,176	78	1,320	76
Women	11	46	28	75	238	58	7	86	1,779	80	2,068	77
Charlotte												
Men	0	0	9	44	56	30	2	0	857	51	864	49
Women	1	0	7	43	112	37	3	100	890	54	901	51
Greensboro †												
Men	2	100	4	25	23	13	5	20	480	39	524	38
Women	2	0	6	50	48	26	2	50	587	47	625	45
U of North Texas												
Men	3	33	14	36	168	18	89	31	1,046	33	1,259	32
Women	4	0	15	27	236	26	113	41	2,271	38	2,769	37
U of Northern Iowa												
Men	0	0	4	25	11	18	6	33	611	58	720	57
Women	3	33	1	100	8	75	4	50	816	64	932	61
U of Notre Dame												
Men	4	75	30	87	29	76	41	86	1,165	93	1,288	93
Women	4	50	11	61	11	73	23	63	460	97	514	95
U of Oklahoma												
Men	33	21	39	51	63	19	18	25	1,078	39	1,244	38
Women	25	24	20	50	86	36	8	50	938	46	1,082	46
U of Oregon												
Men	8	13	49	55	25	26	14	21	779	44	879	45
Women	10	20	71	59	22	41	11	27	971	45	1,092	46
U of the Pacific												
Men	4	50	51	69	12	25	10	70	234	62	355	60
Women	0	0	53	60	13	35	18	44	278	64	386	60
U of Pennsylvania												
Men	1	100	83	89	76	70	49	81	927	90	1,236	89
Women	2	100	90	90	70	81	29	76	736	93	972	91
U of Pittsburgh												
Men	0	0	22	68	100	34	11	65	636	81	1,393	57
Women	0	0	10	60	142	36	1	65	615	69	1,286	63
U of Portland												
Men	1	0	9	78	3	0	6	17	145	56	190	57
Women	1	0	0	0	2	0	6	83	150	56	189	57
U of Rhode Island												
Men	2	50	23	61	17	41	10	50	817	53	972	54
Women	3	33	7	71	14	21	10	50	806	53	1,019	52
U of Richmond												
Men	n/a	n/a	3	33	6	67	1	100	346	82	359	82
Women	n/a	n/a	4	75	6	100	2	50	316	84	327	84
U of San Diego												
Men	1	0	13	77	3	33	15	87	263	56	303	56
Women	0	0	20	55	4	25	34	77	379	45	446	49
U of San Francisco												
Men	0	0	32	41	7	43	8	75	117	56	246	55
Women	0	0	33	55	12	60	18	67	121	53	261	57
U of South Alabama †												
Men	0	0	3	67	0	0	3	67	198	24	224	26
Women	0	0	0	0	20	20	2	0	242	28	264	28
Columbia												
Men	2	50	12	42	163	56	5	20	922	59	1,125	58
Women	0	0	22	59	275	53	12	63	882	66	1,222	62
U of South Florida												
Men	1	0	25	40	45	11	97	34	1,124	38	1,315	32
Women	2	50	16	38	76	34	82	40	1,129	39	1,334	36
U of Southern California												
Men	4	75	274	50	85	34	110	42	965	58	1,068	58
Women	5	60	230	70	107	42	114	64	871	61	1,425	61
U of Southern Mississippi												
Men	0	0	4	0	71	31	4	25	487	34	566	33
Women	2	50	7	74	107	52	4	25	496	46	616	46
U of Southwest Louisiana												
Men	2	50	14	29	232	12	10	20	851	29	1,296	31
Women	2	50	4	0	337	17	7	29	832	36	1,239	31
U of Tennessee Chattanooga												
Men	1	0	6	0	53	17	1	100	380	27	442	25
Women	1	0	2	0	95	26	6	33	383	37	492	36
Normville												
Men	0	0	38	74	84	29	4	25	1,473	49	1,604	49
Women	6	33	17	53	90	48	4	0	1,464	54	1,586	54
U of Texas Arlington												
Men	7	57	62	34	50	12	45	18	885	28	1,111	24
Women	2	0	48	42	76	24	48	23	849	29	833	29
Austin												
Men	6	17	229	55	162	27	414	48	2,826	59	3,735	59
Women	4	75	168	66	246	46	325	82	2,611	62	3,403	60
El Paso												
Men	3	0	8	25	34	21	493	24	300	23	833	28
Women	2	0	5	20	30	17	540	29	300	22	815	27
Pen American												
Men	0	0	3	33	11	9	725	11	122	6	865	10
Women	5	20	2	0	7	0	1,126	15	167	30	1,310	14

Note: The table shows the proportion of first-time, full-time freshmen in fall 1984 who earned bachelor's degrees by fall 1990. The total includes students who did not identify their racial or ethnic group.
 † Did not supply information
 * Does not enroll women
 * Includes freshmen at its two-year college
 ** Records destroyed

SOURCE: CHRONICLE'S REPORTING

Athletics



Linda J. Carpenter, right, with R. Vivian Acosta. "It would be awful and incorrect for people to think that if you file a Title IX complaint you risk killing your whole program."

Many at Brooklyn College Question Motive Behind Dropping Sports Teams

Angry critics say a federal bias judgment, not the bottom line, is the real reason

By DEBRA E. BLUM

BROOKLYN, N.Y.

A decision this month by Brooklyn College of the City University of New York to drop all its sports teams as part of a multi-million-dollar budget cut has been attacked by athletics administrators, coaches, and athletes who say the college had ulterior motives.

Brooklyn officials say the move was made purely for financial reasons. But critics contend that administrators never fully supported the program and were embarrassed by recent charges of sex discrimination in the athletics department.

While it is not uncommon for institutions to eliminate a team, or even a few teams, for financial reasons, Brooklyn took the unusual route of completely dismantling its intercollegiate program.

The college, which competed in the Eastern College Athletic Conference of the National Collegiate Athletic Association's Division I, will not field teams next fall, although existing athletics scholarships will be honored for their full term.

The NCAA does not keep records on the subject, but an association official in charge of membership said she could recall only one other institution in the last decade that had eliminated its entire sports program. Last year, U.S. International Uni-



Len Roltman, the athletics director: "If they say it's a financial decision and I'm giving them an option that takes care of that issue, how could they just turn it down?"

versity, which had sponsored 12 Division I teams, dropped athletics when it filed for bankruptcy.

At Brooklyn, officials have been struggling since May to chop a state-mandated \$3.4-million from its \$70-million annual op-

erating budget. The annual budget for the college's 14-team athletics program was about \$1.3-million, of which \$168,000 came from the state last year.

Hilary A. Gold, who as vice-president for student life oversees athletics at Brooklyn, said the college had slashed athletics—along with a variety of programs, services, and positions on the campus—solely for financial reasons.

'Purely a Funding Issue'

Dropping athletics, he said, will save much more than the \$168,000 in state funds because it will free up money for other purposes. For example, he said, Brooklyn expects to use the \$400,000 in student fees that had previously gone each year to athletics to improve campus recreational facilities and intramural programs.

"This was purely a funding issue," Mr. Gold said. He added that the decision had also been based on what he called the lack of student interest in the intercollegiate teams and the results of a campus survey that he said had found that many students wanted improved recreational facilities.

But many on the campus, including the athletics department's top administrators, question how much the decision to drop sports really had to do with the bottom

Continued on Following Page

Brooklyn's Reason for Dropping Sports Is Questioned

Continued From Preceding Page
line. Skeptics say the timing of the move—several months after the college was found by the federal government to have discriminated against its female athletes and coaches, and after a troublesome decade for the program as a whole—raises doubts about the administration's motives.

Indeed, ever since rumors began flying in April that Brooklyn was considering dropping its athletics program, people on and off the campus have been crying foul.

Len Roitman, Brooklyn's athletics director, said the move was a "done deal" from the moment the CUNY system told the college about the budget cuts. He said Brooklyn's administrators and many of its professors had never supported the college's fledgling Division I program and had been looking for any excuse to pull the plug on it.

A Dream of Acclaim

Brooklyn had jumped from Division III to Division I in 1982 after a third-place finish in that year's NCAA Division III men's basketball tournament. Brooklyn's feisty president, Robert L. Hess (who died in January), defied the wishes of a majority of his athletics administrators and many professors and engineered the shift to Division I, just before the NCAA changed its rules to prevent colleges from making two-division leaps.

Mr. Hess's dream of the acclaim that would come with a first-rate sports program never came true. In fact, save for some winning seasons in women's basketball and

men's soccer, the program has been fraught with setbacks and embarrassments.

In 1986 the NCAA placed the men's basketball team on probation for numerous violations, and two years later it banned the men's soccer team from post-season tournaments for two years, citing unsportsmanlike conduct.

Last fall the football team, which was saved by alumni contributions from its demise in 1988, was

"The lesson learned here is a costly one: If you stand up for your principles, follow the law, and win massively, you lose totally."

dropped for a season because it lacked enough players who were academically eligible to compete.

Mr. Roitman said those and other incidents stacked the administration's sentiment unfairly against the sports program.

He said that over the last few months he had repeatedly offered the administration proposals to operate an abridged version of the sports program—even at the Division II level—without state money.

"My ideas were ignored," he said. "If they say it's a financial decision and I'm giving them an option that takes care of that issue, how could they just turn it down if there weren't other considerations going on?"

Mr. Gold said Mr. Roitman's proposals were "unworkable," because his revenue and expense estimates were "unrealistic." Mr. Gold said, for example, that Mr. Roitman anticipated \$25,000 in income from an aquatics program that brought in only half that amount this past year. The vice-president also said that moving to Division II would not have saved the college enough money in the short run.

While Mr. Roitman focuses on

what he sees as the lack of institutional support for athletics, others—including Molly Perdue, the assistant athletics director—blame the abolition of sports on Brooklyn's desire to avoid confronting the issue of gender equity in the program.

In February, the Education Department's Office for Civil Rights came out with its harshest-ever findings of sex discrimination in an intercollegiate athletics program. Responding to a complaint filed by two professors at Brooklyn, the civil-rights office began a 14-month investigation that concluded that the institution was not in compliance with Title IX of the Education Amendments of 1972, which bars sex discrimination in programs that receive federal assistance.

The civil-rights office determined that Brooklyn was not providing male and female students with equitable opportunities to participate in sports, and was treating female athletes unfairly in, among other matters, the scheduling of games, the provision of sports equipment, and recruitment.

The college's acting president, James N. Loughran, signed off on a series of assurances to the civil-rights office that by September would have put the Kingsmen program in compliance with federal gender-equity laws.

The assurances included new assignments for coaches and a survey to gauge the sports interests of students, with an eye toward adding new teams for women. (Ironically, say supporters of athletics, the survey was used by the administration to demonstrate the need for more recreational facilities and fewer intercollegiate sports.)

"We Were Treated Unfairly"

"Does the administration really believe they now will never be held responsible for their past inequities?" said Ms. Perdue, who was also the women's basketball coach. "All we wanted was for things to be made equitable by next fall. Now we all have nothing."

Ms. Perdue and other female coaches and athletes say they may sue the university for the past discrimination identified by the civil-rights office.

Pam White, a basketball player who would have been a senior at Brooklyn in the fall, wants to transfer to an institution where she can compete in her final year of eligibility. But she said she would not let the gender-equity issue at Brooklyn disappear.

"We were treated unfairly, and we have proof of that," Ms. White said. "We're all busy now trying to figure out where we go next, but we're not going to let Brooklyn get away with this, for the sake of all the athletes now and all the future students."

Marc Wurzel, the legal counsel for Alfred C. Cerullo, III, a member of the New York City Council from Staten Island, said he believed the women at Brooklyn had a solid legal case against the college and the City University of New York system.

Brooklyn signed a contract with the federal government and now that contract has been broken," he said. "If you're indicted, the first thing a district attorney tells you is, 'Don't leave town,' but that's what Brooklyn College is doing. They expected to cut their losses and put the whole thing out of sight, but instead they have opened the door to very costly litigation."

Linda J. Carpenter is a physical education professor at Brooklyn. She and another professor, R. Vivian Acosta, who are known nationally for their studies of the status of women in college sports, filed the complaint with the civil-rights office in 1990.

Ms. Carpenter said she was most concerned with the lesson that Brooklyn's recent action might convey to women and other institutions around the country. While Brooklyn may not have eliminated athletics in retribution for being found in violation of Title IX, she said, that will probably be the perception.

"The lesson learned here is a costly one: If you stand up for your principles, follow the law, and win massively, you lose totally," Ms. Carpenter said. "It would be awful and incorrect for people to think that if you file a Title IX complaint you risk killing your whole program."

In a joint interview, Mr. Gold,

the vice-president, and Mr. Loughran, the acting president, both repudiated the idea that the gender equity issue was a factor in the decision to cut sports.

Called a 'Moratorium'

Tripping over each other words to get the message across quickly, they said almost simultaneously: "Title IX was not a consideration."

Mr. Gold noted that the college needed to comply with Title IX and not disappear with the intercollegiate athletics program.

"Equity of opportunity should carry into the recreational program," he said.

Mr. Gold held out the possibility of Brooklyn's re-entry into intercollegiate competition. He said that college officials have been careful to call the move a "moratorium" on sports and have discussed re-applying to the NCAA at the Division II or III level down the road, even as early as two years from now.

"We really as a college would like to have intercollegiate athletics," said Mr. Gold, who noted that he had played soccer at Brooklyn when he was a student. "We'd like it to be related to the interests of the students and the resources of the college."

COMING AUGUST 5

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International

Anti-Apartheid Groups Consider Asking Academe to Boycott South Africa Anew

Move debated after collapse of ANC-government talks

By LINDA VERGNANI

DURBAN, SOUTH AFRICA

The breakdown in talks between the African National Congress and the South African government on the country's political future has led some groups here to consider calling for a new academic boycott.

Officers of the South African Students Congress said the organization planned to discuss the question at its national conference this month.

University officials said they hoped any call for a renewal of the international academic boycott of South Africa would be resisted.

"I think it would be a tragedy if the breakdown in talks resulted in the resumption of the academic boycott," said Robert Charlton, vice-chancellor of the University of the Witwatersrand. "There is not much universities can do to get the government and the ANC talking to each other again, but I'm optimistic that talks will be resumed."

'A Temporary Hiccup'

Dr. Charlton, who is chairman of the Committee of University Principals, said he believed the breakdown in the talks was "a temporary hiccup." He said there was no place for the parties to resolve the political future of South Africa other than at the negotiating table.

The ANC quit the talks with the government following a massacre last month in the black township of Bopu, in which 41 people were killed. The ANC accused the government of complicity in the killings and called for an international inquiry. An interracial, government-appointed commission reported last week that it had seen no evidence to justify such allegations. A full investigation of the incident is to be conducted next month.

The ANC said it would not rejoin the constitutional talks until the government made progress toward the establishment of an interim government run by a democratically elected constituent assembly.

The non-racial Union of Democratic University Staff Associations (UDUSA) passed a resolution at its annual meeting here last week calling on President F. W. de Klerk's administration to pave the way for a transition government. The resolution said the administration should "immediately accede to a democratic government that will rapidly prepare the ground for an elected constituent assembly."

The UDUSA members also voted to support a protest campaign to press the government to meet the ANC's demands. Campus chapters of UDUSA are being asked to join in the "rolling mass action" planned by the ANC. The campaign is expected to include strikes,



John Samuel of the ANC: "Why do all the white students have to be at Wits and Stellenbosch?"



Robert Charlton of the U. of the Witwatersrand: "I'm optimistic that talks will be resumed."

boycotts, and acts of civil disobedience.

Meanwhile, an anti-apartheid alliance of educators decided to ask the government to take part in immediate negotiations aimed at solving problems in the country's education system.

The ANC is among the organizations represented in the alliance, officially known as the National Education Conference working group. It also includes representatives of the Azanian Peoples Organization, the Congress of South African Trade Unions, and major student, teacher, and faculty associations.

'A Renewed Mandate'

"We now have a renewed mandate from the National Education Conference to place before the President the need for a forum to resolve some of the urgent and pressing issues of the education crisis," said John Samuel, head of the ANC education department and a member of the working group. "We've decided that we will send a letter to the President to take up the discontinued discussions that the education delegation last pursued in 1991."

Those discussions were set up after a meeting between President de Klerk and Nelson Mandela, the ANC head, and a group of leading academics. The talks between government education ministers and representatives of a range of education groups examined many specific problems but produced few results. Critics said the government had dominated the proceedings. Mr. Samuel said the ANC had not had any talks with the government about education since the dissolution of that group.

Mr. Samuel said state subsidies to universities would be among the issues taken up in education talks with the government.

A Hotly Contested Issue

The question of whether to redistribute a portion of state subsidies for higher education from the predominantly white universities to the historically black ones is expected to be a hotly contested issue. It sparked the sharpest debate at an international conference on transforming South African universities, held on the campus of the University of Durban at Westville this month. The meeting was organized by the Union of Democratic University Staff Associations.

According to a recent study, in the five years ending in 1990 the enrollment at the country's historically black institutions increased by 13 per cent while average government funding per student increased only 4 per cent. At the predominantly white universities, in contrast, there was a 3-per-cent increase in student numbers and an 11-per-cent average increase in state funding per student. The findings were from a study by Ian Bunting of the University

Continued on Following Page

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Center Aims to 'Professionalize and Democratize' Russian Journalism

By JUSTIN BURKE

MOSCOW
On a quiet street in the heart of the Russian capital, workers are putting the finishing touches on a building that could help revolutionize how journalism is practiced here.

The two-story structure will house the Russian-American Press and Information Center, a research and training facility that will help journalists report on the rapid changes that Russia and other former Soviet republics are now going through.

The project is sponsored by New York University's Center on War, Peace, and the News Media and

the U.S.A.-Canada Institute of the Russian Academy of Sciences.

"Our goal is to professionalize and democratize the Russian press corps," said Robert Manoff, the director of the NYU program, who was in Moscow to get the press center started. Linda Jensen, an American, and Vladimir Orlov, a Russian, are the center's co-directors.

A Library and a Data Base

When the center becomes fully operational in early fall, it will offer a wide range of services, including the use of a research library and an on-line computer data base covering history, current events, and

other subjects. More important, Mr. Manoff said, the center will provide training seminars for journalists from the member nations of the Commonwealth of Independent States.

One of the first of the planned three-day seminars will resemble Economics 101, attempting to explain the intricacies of a market economy and to provide a broad context for understanding the economic reforms introduced by President Boris N. Yeltsin.

"Some journalists here don't understand a thing about economic reform, so it's no wonder the public is totally confused," Mr. Manoff said. "We're not going to make

them Ph.D.'s, but they'll know the basics."

The press center will also focus on nuclear non-proliferation. Seminars are planned not only in Moscow but also in cities in three other former Soviet republics that have nuclear weapons on their territory: Belarus, Kazakhstan, and Ukraine.

Mr. Manoff said he had first envisioned opening an information center for the Moscow-based press in 1988, in the early years of President Mikhail S. Gorbachev's *perestroika* reforms.

"It was really early to think of opening such a center," said Mr. Manoff. "Nevertheless, we figured the system, sooner or later, would open up."

"The social forces set in motion were sweeping him along," he said of Mr. Gorbachev. "That made it a bet worth making."

Finding the right Soviet organization to serve as a local partner for such a venture was a challenge, Mr. Manoff said. Not only would the partner be responsible for providing a site for the center, but it also had to be committed to the free flow of information and have influence in the right circles, to insure that things got done properly and on time. Mr. Manoff and other

NYU officials held talks over the years with various organizations before settling on the U.S.A.-Canada Institute.

The NYU Center on War, Peace, and News Media, which was responsible for financing the Moscow project, relied heavily on foundation grants to come up with the \$500,000 needed to open the press center.

Focus Has Shifted

As originally conceived, the press center would have been mainly to foreign journalists responsible for telling the rest of the world what was going on in the Soviet Union. But the monumental changes here in the past year have shifted the center's focus instead on helping educate and retrain journalists from Russia and other nations of the Commonwealth of Independent States.

Mr. Manoff does not underestimate the challenge that the journalistic establishment here, which has been under complete government control for 75 years, faces as it reforms itself.

"In terms of fundamental institutional change, it's every bit as complicated as changing the economy," he said.

"It will take decades to change the system," he added. "But it came because we think we have some immediate impact."

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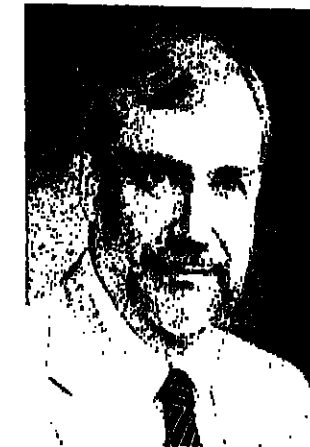
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Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



J. Ivan Legg
Memphis State University



Anne F. Moore
Oberlin College



David K. Storrs
Common Fund



William A. Kerr
La Roche College



Lois S. Cronholm
Baruch College of City U. of New York



Gerald I. West
San Francisco State University



Naomi F. Collins
NAFSA: Association of International Educators

A great deal of attention has been paid in recent months to the resignations of college and university presidents. But the number of presidential vacancies—214, by *The Chronicle's* count—is not unusual. There were 150 positions open at the presidential and chancellor's level in September 1989, 230 in September 1990, and 197 last October.

Since presidents and chancellors usually leave their posts in early summer, the number of vacancies bulges at this time of year.

Because some of the recent resignations were at "prestigious" institutions, they have sparked more general interest than usual. ABC News, for instance, is seeking a university (or two or three) that will allow its cameras in on the presidential search process.

Stephen Lyons, who was told in May that the alumni magazine he edited at the University of Idaho would cease publication after its summer issue (*The Chronicle*, May 20), has received help in his efforts to save the magazine: Edmund Keeley, president of PEN, a non-profit organization representing 10,000 poets, editors, and novelists worldwide, has written to Elisabeth A. Zinser, the university's president, asking her to reconsider her decision to fire Mr. Lyons.

According to the Pullman, Wash., *Daily News*, Mr. Keeley wrote: "The precedent of a journalist losing his job after publishing two articles which anger University officials is highly disturbing to members of the University and in our view has troubling implications for the state of the First Amendment on your campus."

A PEN spokeswoman, Tyler Cassidy, said circumstantial evidence showed that Mr. Lyons had not been fired for budgetary reasons but because of articles he had written criticizing the use of alumni magazines as fund-raising vehicles.

For his part, Mr. Lyons told the newspaper he had no illusions about regaining his job: "I don't think my situation can be changed. I think it's a done deal."

"I'm concerned about the other people who work there."

Among those scheduled to testify at the Moscow trial about Boris Yeltsin's banning the Communist Party is Richard Pipes, professor of history at Harvard University and a fervent anti-Communist.

Miriam Defensor Santiago, an unsuccessful candidate in the recent presidential race in the Philippines, has asked that country's Supreme Court to lift a travel ban against her so she can accept a fellowship at Harvard University.

Since the founding of the Common Fund in 1971, George F. Keane has served as its president. Mr. Keane will become president emeritus and senior investment adviser on January 1. David K. Storrs, executive vice-president of the fund, will succeed Mr. Keane in the presidency. Mr. Storrs was director of investments at Yale University before he joined the fund, whose headquarters are in Fairfield, Conn., in 1987.

The Association on Handicapped Student Service Programs in Postsecondary Education is changing its name and its unwieldy acronym (AHSSPPE). During the closing session of its conference, scheduled for July 22-25 in Long Beach, Cal., it will become the Association on Higher Education and Disability (AHEAD).

■ **New college and university chief executives:** Berkeley-Alameda campus of California School of Professional Psychology, Katsuyuki Sakamoto; Bethany College (Cal.), Tom Duncan; Dutchess Community College, D. David Conklin; John C. Calhoun Community College, Richard G. Carpenter; Lake Erie College of Osteopathic Medicine, Joseph J. Namey; La Roche College, Msgr. William A. Kerr; Teikyo Post University, Norman L. Stewart.

■ **Other new chief executives:** NAFSA: Association of International Educators, Naomi F. Collins; Common Fund, David K. Storrs; Pennsylvania Commission for Community Colleges and Federation of Community College Trustees, Leland W. Myers.

Appointments, Resignations

Ellen Boyer Alt, director of human resources at Spiegel and McDermid (Washington), to director of personnel at Anne Arundel Community College.

Susan Lawrence Anderson, area director of the alumni fund at Massachusetts Institute of Technology, to major-gifts officer at Radcliffe College.

Paul S. Appelbaum, professor of psychiatry at U. of Massachusetts Medical Center, to chair of psychiatry.

James R. Austin, former vice-president for institutional advancement at Shorter College, to director of development at Truett-McConnell College.

Stu Bangor, dean of science, mathematics, and nursing at Everett Community College, to interim vice-president of instruction and student services.

Ernest H. Berg, interim dean of the school of educational resources, research, and technologies at College of the Desert, to interim president of Evergreen Valley College.

Jack Bowman, dean of the school of fine arts at Cameron U., to dean of the college of communications and fine arts at Bradley U.

H. E. Broadbent, III, executive director of Pittsburgh Regional Library Center, to associate provost for information services at Dowling College.

Jo A. Brooks, acting head of the School of Nursing at Purdue U., to head of the school and associate dean of the Schools of Pharmacy, Nursing, and Health Sciences.

Richard G. Carpenter, president of Evergreen Valley College, to president of John C. Calhoun Community College.

Paul Clements, associate vice-president for financial affairs at Boston U., also to chairman of Boston U. Management Team for Chelsea.

Continued on Following Page

Some South African Groups Consider Call for New Boycott

Continued From Preceding Page of Cape Town (*The Chronicle*, July 1) that was prepared for discussion at the UDUSA meeting here.

"The state's view of the implementation of the subsidy formula is that it is very, very unsatisfactory and not defensible," said R. H. Stumpf, deputy director general of South Africa's Department of National Education. He spoke at the meeting in response to questions about the subsidy formula. He said the formula was complicated and weighted in various ways, but such factors could not justify discrepancies in funding.

Pundy Pillay, a University of Cape Town economist, said, "Serious consideration should be given to the redistribution of resources from the more affluent historically white institutions to the poorer historically black institutions."

Mr. Pillay said new formulas

"should be weighted to favor the enrollment of students from socio-economically disadvantaged backgrounds, particularly women."

At its annual meeting, the staff associations union appointed a

"I think it would be a tragedy if the breakdown in talks resulted in the resumption of the academic boycott."

committee to develop proposals for alternatives to the current subsidy formula. The group hopes to win acceptance of one of its proposals before the start of the 1993 academic year next February. The union also established a

committee to explore the possibility of regional postsecondary education consortia for South Africa that could link several institutions and ease the competition for funds.

In an interview, Mr. Samuel of the ANC said the whole system of postsecondary education needed to be re-examined. Part of the problem with trying to fix South Africa's education system, he said, was that most people involved in such efforts were working only within the current framework, "which is itself defective."

Much more innovation and creativity are needed in the search for solutions, Mr. Samuel said. The argument about reallocating funds within the present government-subsidy system, he said, is "in a way setting up a straw man" and spending a lot of energy knocking it down. Mr. Samuel said he would, for instance, suggest relocating students to universities that are closer to where they live.

"Why do all the white students have to be at Wit's and Rand Afrikaans and Stellenbosch?" he said. "Why can't they go to other universities?"

Mr. Samuel said the ANC, as part of its efforts to develop public-policy options, would immediately commission a group of experts to investigate higher education and recommend changes by February. The study group will meet with university administrators and with student and faculty organizations, among others.

Freeing Up Intellectual Talent

Mr. Samuel said the ANC group would identify critical issues in higher education that should be addressed immediately, and "long-term policy issues that will constitute the basis of creating a changed postsecondary sector."

Many education officials in South Africa say the resolution of the country's political dilemma would free up a great deal of intellectual talent that could be applied to other problems.

"As long as the political problem is not resolved, it will continue to take a lot of intellectual expertise and power away from education into politics," said M. R. Malope, vice-chancellor of the University of Bophuthatwana. "People feel that once the knot of political problems is untied, all the other problems will begin to be untied."

—RHONA STATLAND DE LOPEZ

Mexican University Officials Suspend Plans for Massive Tuition Increase

MEXICO CITY

Officials of the National Autonomous University of Mexico have suspended indefinitely their plans to raise the institution's tuition by one million per cent.

The decision, made in the wake of student protests of the proposed increase, came as a surprise to the university's faculty members and other observers of higher education here. Tuition at the university, known as UNAM for its initials in Spanish, has not been raised in 44 years. It currently equals about six U.S. cents.

University administrators announced plans to raise tuition last fall, but then spent seven months deliberating the amount of the increase. After they announced last month that tuition would be raised to the equivalent of \$670 a year, the Student University Council organized mass protests that shut down the institution for one day.

Concern Over Disruption

The university also said it would put in place a comprehensive scholarship and financial-aid program to insure that no student would be turned away because of an inability to pay.

Despite the student council's

vow to continue to oppose any tuition increase whatsoever, the university had said that the proposed rise would be ratified or rejected on July 17. But last week the university's rector, José Sarukhán Kermes, said it would be postponed until "conditions exist propitious to its approval." He also said the increase would be delayed until it would no longer incite protest.

"It is the responsibility of the rector to foresee a disruption of the university's academic life and avoid it," he said in a formal statement.

Most members of the university community, including a majority of its 250,000 students, had seemed to accept the need for a tuition increase. Buildings, laboratories, and libraries have fallen into disrepair, and many faculty members have left for other jobs. The rector had pledged to give faculty members a badly needed salary raise once the tuition increase was approved.

Several student groups criticized the rector's decision to postpone an increase, saying that a small minority of students who oppose any change in the university had managed to have the last word.

Gazette CONTINUED

Anne L. Collins, director of technical support services at the law center at Georgetown U., to director of technical education.

D. David Conklin, dean of academic affairs at Mercer County Community College, to president of Dutchess Community College, effective September 1.

Donald R. Cooney, director of development at Lancaster Theological Seminary, to vice-president for development and seminary relations.

George R. Cowley, director of financial aid at Babson College, to director of quality.

Bernard Coyle, vice-president for academic affairs and research at Palmer College of Chiropractic-West, to vice-president for academic affairs at Western States Chiropractic College.

Robert N. Cristadoro, assistant vice-president for student affairs at Florida Institute of Technology, to dean of marketing and enrollment management at Tokyo Post U.

Lola S. Cronholm, professor of biology and dean of the College of Arts and Science at Temple U., to provost and vice-president for academic affairs at Baruch College of City U. of New York.

Net Dean, director of the Center for Career Services at Ringling School of Art and Design, has resigned.

Charles Dertikou, dean of the college of applied sciences and technology at Morehead State U. (Ky.), to interim president of Lees College.

Arthur J. DeLong, president of Whitworth College, has announced his resignation, effective July 31.

Shirley Denny, head of the department of nursing at La Salle U., to dean of the new school of nursing.

Eileen Dulles, dean of student affairs at Cazenovia College, to vice-president.

Tom Dunoon, director of professional registration at Missouri Department of Economic Development, to president of Bethany College (Cal.).

Marilyn J. Fedorick, assistant vice-president for academic affairs at Florida Atlantic College, to associate provost of the Boca Raton campus.

H. M. Fulbright, president of Truett-McConnell College, has announced his retirement, effective December 31.

Norma Fields Funt, former president of Harcum Junior College, to interim president of Baltimore Hebrew U.

Philip P. Garbino, vice-president for professional programs at Philadelphia College of Pharmacy and Science, to vice-president for academic affairs.

Martha Garsner, associate dean of liberal arts and sciences at Wentworth College, to dean of instruction at Olympic College.

Regene R. Gengoy, consultant in Portland, Ore., to assistant vice-chancellor for advancement at Texas Christian U.

Raymond P. Harter, special assistant to the executive vice-president at U. of Tennessee at Knoxville, to vice-chancellor for business affairs at Louisiana State U. at Eunice.

Art Heintz, professor of cell biology and of biology at Yale U., to chairman of biology in the school of medicine.

Jamie O. Hightower, assistant director of counseling in the office of student financial aid at U. of Maryland at College Park, to director of financial aid at Wartburg College.

Julie L. Hotchkiss, consultant in Charlotte, N.C., to director of planned giving at Queens College (N.C.).

Richard Krayon, president of Tri-State U., has resigned.

Margie William A. Kerr, vice-president for university relations at Catholic U. of America, to president of La Roche College, effective in September.

Gerrit Kinder, former executive director of Pike County (Ky.) Chamber of Commerce, to director of external affairs at Pikeville College.

Donald E. Knapp, director of the Meadows Museum at Southern Methodist U., to director of the Edwin A. Ulrich Museum of Art at Wichita State U.

Gretchen Krueger, president of Rockford College, to interim president of Olivet College.

Steven L. Laury, professor of comparative medicine and director of the animal resources program at U. of Alabama at Birmingham, to assistant vice-chancellor for veterinary affairs and director of the division of comparative medicine at Washington U. (Mo.).

Martha E. Lee, director of communications and marketing at United Way of the Virginia Peninsula (Hampton, Va.), to director of public relations at Monroe Community College.

J. Ann Legg, dean of the College of Science and Mathematics at Auburn U., to provost of Memphis State U.

Phillip V. Lewis, professor of management at Abilene Christian College, to dean of the school of business at Azusa Pacific U.

Robert L. Lutho, associate dean of learning-support services at Georgia Military College, to director of the library at South Suburban College.

Anne Lippert, professor of French and associate vice-president for academic affairs at Ohio Northern U., to vice-president.

James W. Mayer, professor of materials science and engineering at Cornell U., to director of the Center for Solid State Science at Arizona State U.

Anita McDonald, dean of the evening college and director of summer sessions at U. of Missouri at St. Louis, to associate director for the summer session, evening, and weekend division of Extended University at U. of Arizona.

William G. Meyers, dean of the school of engineering at Tri-State U., to interim president.

William J. Mitchell, director of the master's program in design studies at Harvard U., to dean of the school of architecture and planning at Massachusetts Institute of Technology.

Anne F. Moore, acting director of Allen Memorial Art Museum at Oberlin College, to director.

Emily Moore, interim academic dean at Concordia College (Mich.), to dean of faculty at Concordia College (Minn.).

Thomas E. Moore, dean of the graduate program at Babson College, also to associate vice-president for academic affairs.

Adrie H. Nab, assistant vice-president for public affairs at U. of Maine, to vice-president for university relations at Ohio U.

Joseph J. Namey, vice-president for medical affairs at Southeastern U. of the Health Sciences, to president of Lake Erie College of Osteopathic Medicine, a new institution.

Ronald D. Nace, assistant academic dean at Walsh College, to dean of the college.

Mary Osterloh, associate dean of undergraduate studies at Brooklyn College of City U. of New York, to dean of undergraduate studies at Babson College.

Raymond B. Palmigiani, professor of economics at North Carolina State U., to head of the department.

Ronald J. Paprocki, director of budgets and financial planning at U. of Rochester, to vice-president.

Louis V. Paradise, dean of the college of education at U. of New Orleans, to interim provost and vice-chancellor for student and academic affairs.

Walter Pies, dean of admission at U. of Dubuque, also to vice-president for university advancement.

James Pittman, dean of medicine at U. of Alabama at Birmingham, has retired.

J. Michael Presalmon, director of annual and planned giving at Catholic U. of America, to director of development at Elizabethan College.

Paul J. Prokop, Jr., member of the development staff at U. of Pittsburgh, to director of development for the graduate school of business.

Michael F. Reardon, acting provost at Portland State U., to provost.

Victor Reigner, associate professor of architecture and gerontology at U. of Southern California, to interim dean of the school of architecture.

Shirley A. Ribau, dean of the school of liberal arts at California Polytechnic State U. at San Luis Obispo, to vice-president for academic affairs at California State Polytechnic U. at Pomona.

David S. Rodas, professor of English at U. of California at Los Angeles, to director of the university's Grunwald Center for the Graphic Arts.

Lynne H. Roemer, assistant professor of management at Babson College, also to chairman.

Lloyd A. Rowe, vice-chancellor for academic affairs at Indiana U.-Northwest, to acting chancellor.

Willard D. Ruffner, Jr., associate vice-president and comptroller at Hood College, to vice-president for administration and finance and treasurer.

Karynaki Sakonides, provost of the Berkeley-Alameda campus of California School of Professional Psychology, to chancellor.

S. Clifford Schold, Jr., professor of neurology at Duke U., to chairman of neurology at U. of Texas Southwestern Medical center at Dallas.

Bessie Sears, assistant to the president at Boston U., also to vice-chairman of Boston U. Management Team for Chelsea.

Jay M. Stein, chairman of medicine at U. of Texas Health Science Center at San Antonio, to senior vice-president and provost at U. of Oklahoma Health Sciences Center.

Norman L. Stewart, chief executive officer of Chancery Strategies Consulting Company (London), to president of Tokyo Post U.

Michael S. Stahl, associate director of international programs and professor of political science at Purdue U., to dean of international programs.

Haw Thomas, recent recipient of a Ph.D. in oral biology from U. of Connecticut Health Center, to chairman of pediatric dentistry at U. of Texas Health Science Center at San Antonio.

Edith Walker, director of external affairs at Pikeville College, has retired.

Gerald I. West, chairman of counseling at San Francisco State U., to dean of faculty affairs and professional development.

Evans T. Williams, professor of chemistry and dean of undergraduate studies at Brooklyn College of City U. of New York, to vice-president for academic affairs at Lewis and Clark College.

Marilyn Williamson, professor of English at Wayne State U., to provost and senior vice-president for academic affairs.

William H. Wunder, associate professor of business and director of non-traditional programs at Kansas Wesleyan U., to director of the master's of business administration executive program and associate professor of business at Friends U.

Carl F. Zorowski, professor of mechanical and aerospace engineering at North Carolina State U., to head of the department.

IN THE ASSOCIATIONS

Naomi F. Collins, executive director of Maryland Humanities Council, to executive director of NAFA: Association of International Educators, effective August 24.

William A. Drake, dean and director of libraries at Georgia Institute of Technology, has been named president-elect of Special Libraries Association.

Sol Silverman, Jr., professor and chair of oral medicine at U. of California at San Francisco, has been elected president of American Academy of Oral Medicine.

MISCELLANY

Jo Ann McDowell, former president of Independence Community College, to executive assistant to the Governor of Kansas.

Island W. Myers, director of federal relations in the chancellor's office of California Community Colleges, to executive director of Pennsylvania Commission for Community Colleges and Federation of Community College Trustees.

David K. Stone, executive vice-president of Common Fund, to president, effective January 1.

Deaths

Lloyd T. Barnes, 77, former associate clinical professor of medicine at Cornell U. Medical College, June 27 in New York.

Leonard J. Goldwater, 89, professor emeritus of medicine at Duke U. and Columbia U., July 2 in Chapel Hill, N.C.

Honore S. Isbell, 92, former research professor of chemistry at American U. and former chief of the organic-chemistry section at National Bureau of Standards, July 1 in Washington.

Carl B. James, 63, head equipment manager at Boston U., June 28 in Waltham, Mass.

Stewart Ann Julia Kinnery, 87, former professor of philosophy and logic at Trinity College (Washington), June 27 in Stevenson, Md.

Hugh P. Kelly, 60, professor of physics and former vice-president and provost at U. of Virginia, June 29 in Charlottesville, Va.

T. Leroy Martin, 90, former chairman of accounting at Northwestern U., June 26 in Evanston, Ill.

Slater Joseph Morgan, 83, former director of the school of industrial music at Manhattanville College, June 26 in Albany, N.Y.

William D. Munro, 84, professor emeritus of physics at Boston U., June 28 in Winchester, Mass.

Emmanuel D. Rudolph, 64, professor emeritus of plant biology at Ohio State U., June 22 in Columbus, Ohio.

Coming Events

JULY

22-25: Disabilities. Annual conference, Association on Handicapped Student Services Programs in Postsecondary Education, Long Beach, Cal. Contact: AHSPP, P.O. Box 21192, Columbus, Ohio 43221-0192; (614) 488-4972.

23-25: History. "Suspect Terrain: Surviving the Women's West," conference, Coalition for Western Women's History, University of Nebraska, Lincoln, Neb. Contact: Center for Great Plains Studies, (402) 472-1082.

23-28: Multimedia. "Multimedia Education and Industry," conference, Association for Applied Interactive Multimedia, Charleston, S.C. Contact: Ronald D. Plemmons, (803) 553-7020.

25-29: Institutional advancement. Institute in Advancement in Institutional Management, "Council for Advancement and Support of Education, Boulder, Colo. Contact: (202) 328-5900.

25-29: International education. "Institute on Study-Around Advising and Administration," workshop, NAFA: Association of International Educators, San Arbor and East Lansing, Mich. Contact: Brad Snyder, (202) 462-4811.

26-28: State legislatures. Annual meeting, National Association of State Legislatures, Portland, Ore. Contact: (503) 297-4622.

27-28: Symbolic algebraic computation. Association for Computing Machinery, Berkeley, Cal. Contact: Erich Kaltfoten, (510) 276-6907.

28-31: Management. Symposium on Total Quality Management, Lehigh University, Bethlehem, Pa. Contact: (215) 758-5452.

28-31: Leadership. Workshop, Association of College Unions-International, Moscow, Idaho. Contact: Asha Hermann-Heizen, (812) 332-8017.

29: Campus security. Workshop, Central Association of College and University Business Officers, Omaha. Contact: Debbie Duncan, (608) 262-0308.

29-31: International studies. Meeting, Association of Caribbean Studies, Ocho Rios, Jamaica. Contact: (606) 257-6966.

29-August 2: History. "Re-envisioning the History of the American West," conference, Utah State University and National Endowment for the Humanities, Logan, Utah. Contact: Ross Peterson, (801) 750-3630.

29-August 2: Mathematics. "Interac-

missions and School Relations," College Board and Colorado College, Colorado Springs. Contact: (408) 452-1400.

28-31: Intercultural studies. "Institute for Intercultural Communication," Intercultural Communication Institute, Portland, Ore. Contact: (503) 297-4622.

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